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ABSTRACT

This report focuses on key educational and employment areas that might be correlated with efforts to achieve and maintain racial and ethnic diversity in the Oregon State System of Higher Education. Specifically, the report highlights Oregon high school students' college aspirations, estimated high school graduation patterns and college participation, enrollment and degrees awarded by educational level, educational outcomes in terms of high school and college freshman year academic performances, a profile of students receiving financial support, and the employment distribution of faculty, professional staff, and administrators. Also, where possible, national data are presented for comparative purposes. Observations and conclusions include the following: (1) 81 percent of Oregon's 1992 high school graduates plan on postsecondary education; (2) the cost of attending colleges and universities will continue to be a dominant factor for all students planning postsecondary education; (3) there is a lack of progress in recruiting and retaining minority group students at the graduate level; and (4) minority group undergraduate degree awards will increase due to better academically prepared students enrolling in the State System. It is noted that while the State System has made progress in lowering or eliminating barriers to enhancing racial and ethnic diversity, there needs to be a greater effort in achieving a climate of support within the institutions. Thirty-four tables and graphs present detailed data. Contains 11 references. (GLR)

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REPORT ON THE STATUS OF RACIAL AND ETHNIC DIVERSITY IN THE OREGON STATE SYSTEM OF HIGHER EDUCATION: MINORITY GROUP STUDENTS, FACULTY, AND PROFESSIONAL STAFF AND SELECTED ADMINISTRATORS

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Prepared for the
Oregon State Board of Higher Education

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Table of Contents

	Page
Introduction	1
College Aspirations and Estimated Graduation Patterns of High School Students	1
Profile of Student Enrollment in the State System	6
Educational Outcomes Among Students in the State System: Academic Performance and Degrees Awarded	9
Minority Group Graduates by Degree Levels and Institutions in Selected Years: 1980-81 through 1990-91	9
Financial Support for Students Enrolled in the State System	12
Distribution of Employment in the State System	15
Conclusion: Summary Statements	18
References	21
List of Tables and Graphs	23
Data on Students: Tables A-1 through A-25	25-57
Data on Faculty: Tables B-1 through B-6	58-65
Data on Administrative Staff: Tables C-1 through C-3	66-68

Introduction

Reports to the State Board of Higher Education on the status of minority groups in the State System, particularly regarding students, have highlighted areas for improvement and defined strategies for bringing about those improvements. The Board approved Minority Student Enrollment Initiative in May, 1987 provided a basis on which campuses could implement focused and intensive recruitment efforts to enroll qualified, first-time freshman underrepresented minority students: African Americans, American Indians, and Hispanics (including Latinos). Also, institutions were to provide student services and academic programs to enhance retention among underrepresented minority students. In January, 1990, the Board approved a reorganized fee remission program to be implemented in the 1990-91 academic year. The purposes of the reorganized fee program structure were to (1) improve the overall academic quality and diversity of the System's enrollment, and (2) attract Oregon residents based on academic merit and achievement. The revised fee remission policy consists of three major programs: the Oregon Student Minority Enrollment Initiative, the Oregon Laurels Program, and the International Cultural Service Program.

In November, 1989, the Board accepted staff recommendations that each president develop and present to the Chancellor by April, 1990, comprehensive plans for minority group recruitment and retention of students and employees (OAR 580-10-003). In December, 1990 and June, 1991, the Board received two reports on the status of campus efforts to develop and implement comprehensive plans. The plans included recruitment and retention of both minority group students and faculty/staff. As of Fall, 1991, campuses were to have comprehensive plans in place for implementation. Also, campuses appointed a senior campus administrator to be accountable for implementation of the comprehensive plan. These senior administrators meet on an ad hoc basis with OSSHE Academic Affairs staff to discuss diversity related issues having System implications.

This report focuses on key educational and employment areas that might be correlated with efforts to achieve and maintain racial and ethnic diversity in the State System. Specifically, the report highlights Oregon high school students' college aspirations, estimated high school graduation patterns and college participation, enrollment and degrees awarded by educational level, educational outcomes in terms of high school and college freshman year academic performances, a profile of students receiving financial support, and the employment distribution of faculty, professional staff, and administrators. When possible, national data and information have been presented to place the State System's trends in a comparative context.

College Aspirations and Estimated Graduation Patterns of High School Students

Each year the State System surveys Oregon high school juniors on their post-high school plans. The latest report surveyed the high school graduating class of 1992, with 69 percent responding. Among those high school juniors surveyed, 81 percent planned to pursue further education after high school [Table A-1]. Furthermore, when considering racial/ethnic group aspirations, Asian Americans and African Americans aspired to further their education at a higher rate than the total class.

On the first choice of colleges, African American students ranked out-of-state public colleges higher than any single in-state college. For Asian Americans, the top three college choices were all State System universities. When considering all rankings by types of educational institution, about 47 percent of all students, regardless of race or ethnicity, listed a State System college or university as their first choice. Asian/Pacific Islander and Hispanic students gave the State System the highest rankings (52 percent and 50 percent respectively). As a result, almost half of each year's graduating class. regardless of race/ethnicity, typically view attending a State System institution as their first choice for further education after high school. Many African Americans, however, if given their first choice of a type of college, would prefer to attend an out-of-state public or private college or university.

The pattern of college choices change significantly when observing the actual fall college enrollment following high school graduation. For example, when contrasting the post-high school plans of juniors in the State System's survey to actual Fall, 1990 college enrollment (assuming the enrollment patterns persist to Fall, 1992), the following comparisons can be made: while about half of those in the survey typically indicate a plan to enroll in the State System institutions, only about 19 percent of the graduating class actually enroll. In contrast, only 16 percent of the students in the plans survey indicated a preference for the Oregon community colleges, but about 23 percent actually enrolled in them. For the Oregon independent colleges, the almost 4 percent showing a preference for them in the survey increased to just over 4 percent of all college enrollees in the fall. And lastly, almost 26 percent preference rate for out-of-state colleges in the survey decreased to about 10 percent in actual enrollment.

In citing the three most important factors in selecting their first choice colleges, all students in the survey emphasized academic reputation, academic program choices, and size/type/location as the three most important factors, with cost ranking only slightly behind size/type/location as the fourth most important criteria. By ethnic/racial group, however, there were two differences of note in the overall survey response.

- All the minority groups ranked cost as a more important factor than size/type/location, with the American Indian/Alaskan Native and African American groups giving student's educational cost the highest importance in selecting a college.

- African Americans were the only minority group to rank social reputation as one of the top three factors in making a first choice of college. As with this group's preference for out-of-state colleges, the high ranking of social reputation may be related to the importance to minority group students, especially African Americans, of a perceived positive and supportive social and cultural climate when selecting a college.

In Oregon, the top three preferred college majors for all students regardless of ethnicity were accounting, law enforcement, and psychology.

- Within minority groups, Asian/Pacific Islanders and African Americans show a similar preference for pre-medicine, and American Indian/Alaskan Natives and Hispanics show a common preference for fine and applied arts. But in contrast to Hispanics, American Indian/Alaskan Native, and White students who indicated a high preference for law enforcement, African American students show a high preference for pre-law.

In the post-high school plans survey, students who selected a community college as a first, second, or third choice were also asked to indicate their educational plans at the community college. Overall, 53.3 percent of the students planned to pursue a college transfer program; 32 percent planned to pursue an occupational program of some kind; and 14.6 percent cited personal interest/self-improvement. Across all ethnic/racial groups, a majority of students planned to pursue a college transfer program that leads to a baccalaureate degree. Asian/Pacific Islanders and African Americans had the highest preference for a college transfer program at 59 percent and 57.4 percent, respectively. American Indian/Alaskan Natives and Hispanics fell below the average rate for all students at 39.7 percent and 48.2 percent, respectively.

The college aspirations of Oregon's 1992 graduating class are comparable to the 80 percent college aspiration rate reported in the national *High School and Beyond* survey of 1980 high school seniors. In terms of criteria for choosing a college, the *High School and Beyond* study showed that 1980 seniors gave similar responses to Oregon's 1992 class: 70 percent of respondents considered the "availability of specific courses and curriculum" as most important. The next more frequently reported criteria were "reputation of the college in academic areas" (55 percent), and two items describing the net cost of college to students: availability of financial aid (38 percent) and college expenses (36 percent). The relative importance of these criteria varied by race and ethnicity; for African Americans (72 percent), American Indians (52 percent), and Hispanics (56 percent), the availability of financial aid was more often cited as "very important" in choosing a college to attend than it was for Whites (33 percent) and Asian Americans (34 percent) [Table I].

Table I

Percentage of 1980 College Bound High School Seniors Who Consider Various Criteria as "Very Important" in Choosing a College, by Racial/Ethnic Group

	Racial/Ethnic Group					
College Selection Criteria	African American	Am.Indian/ AK Native	Asian American	Hispanic/ Latino	White	Total
Availability of specific course or curriculum	72%	80%	70%	64%	70%	70%
Reputation of the college in Academic areas	54%	63%	57%	51%	55%	55%
Availability of Financial Aid	72%	52%	34%	56%	33%	38%
College Expenses	60%	39%	36%	47%	32%	36%
Social Life at the College	35%	31%	31%	28%	27%	28%
Able to live at Home	26%	29%	23%	36%	18%	20%
Reputation of College Athletic Program	21%	24%	9%	16%	10%	12%

Source: National Center for Education Statistics "High School and Beyond: A National Longitudinal Study for the 1980s." Washington, D.C., 1981, p. 38.

The number of Oregon high school graduates decreased by almost 13 percent during the 1980s, but is projected to increase dramatically during the 1990s by about 35 percent. As a result, the State System, in light of surveyed high school students' college aspirations and preference, could have its greatest opportunity to enroll the most racial and ethnically diverse student population by the year 2000.

- In Oregon, high school minority group graduates are estimated to average 9 percent of all state high school graduates between 1985-90 [Table A-2]. Among minority groups, Asian Americans have the highest percentage of graduates (3.1 percent) followed by Hispanic/Latinos (2.4 percent), African Americans (1.8 percent) and American Indians (1.5 percent). The 1990 census data for Oregon 18 to 24 year-old residents show Asian Americans and Whites having a larger percentage of high school graduates than their representation in the age group population: Asians represent 2.9 percent of the total 18 to 14 year old population, but were 3.1 percent of all high school graduates. Likewise, Whites represent 85.7 percent of the population but had 91.2 percent of the high school graduates. By comparison, Hispanic/Latinos represent 5.4 percent of the population but accounted for only 2.4 percent of high school graduates; and African Americans represented 2.1 percent of the population but only 1.8 percent graduated from high school. American Indians represented 1.6 percent of the population and 1.5 percent of high school graduates.
- This pattern of representation holds when comparing college participation or representation by racial and ethnic groups. Asian Americans and Whites are represented at higher percentages for first-time freshmen at 4-year and 2-year colleges and universities than their percentage of all 18 to 24 year-olds in Oregon. Conversely, African Americans, Hispanics, and American Indians are underrepresented in colleges and universities when compared to their population representation. Whites have participated at a higher rate (86.5 percent) among first-time freshman and at a lower rate (82.2 percent) among all resident undergraduates in 1990 than their representation among the 18 to 24 year-olds (85.7 percent) in Oregon. With the exception of African American students, the State System enrolls a higher percentage of resident minority group students at the undergraduate level than the corresponding enrollment percentage shown for all colleges and universities in Oregon [Table A-2].

Table II

U.S. Public High School Graduates by Race and Ethnicity:
Rate of Percent Change to 1994-95 (Projected)

Race/Ethnicity	Percent change
African American	- 2.6%
American Indian	+ 11.4%
Asian American	+ 58.0%
Hispanic	+ 52.3%
White	- 10.1%

Source: Western Interstate Commission for Higher Education, July, 1991.

- Nationally, minority group students are projected to make up a larger percentage of the nation's high school graduates by the mid-1990s. The number of public high school graduates will have declined 35 percent from 1985-1986 to 1994-95 primarily due to a decrease among Whites. The number of White high school graduates is projected to drop 10.1 percent by 1995. Also, in contrast to Oregon's trend, African Americans nationwide are expected to decline 2.6 percent by 1995. Nationally, the number of Hispanic high school graduates will increase by 52.3 percent, while Asian American high school graduates will net a 58.0 percent increase, and American Indians, an 11.4 percent gain [Table II]. However in Oregon, Hispanic high school graduate rates will increase by 54 percent, which is the largest increase for any racial or ethnic group. This will be followed with a 16 percent increase for Asians; 11 percent for African Americans; and 6 percent for American Indians. Whites are the only group expected to decline by 1995 at 2.3 percent [Table A-2].

Table III

U.S. Public High School Graduates by Race and Ethnicity:
Percent of Graduates 1985-86 to 1994-95 (Projected)

Race/Ethnicity	1985-86	1994-95	Percent Change
African American	13.2%	13.4%	+ 1.5%
American Indian	0.7%	0.8%	+ 14.3%
Asian American	2.6%	4.3%	+ 65.4%
Hispanic	5.9%	9.2%	+ 55.9%
White	77.6%	72.3%	- 6.8%

Source: Western Interstate Commission for Higher Education, July, 1991.

- In the 1990s, the Asian/Pacific Islander population will experience the fastest growth in the United States with 65.4 percent in the percent of high school graduates (followed by 55.9 percent for Hispanics, 14.3 percent for American Indians, 1.5 percent for African Americans and a decline of 6.8 percent for Whites) [Table III]. Already in terms of high school attainment, 1980 census data show more than 70 percent of Asian American men and 80 percent of Asian American women over 25 years of age had finished high school. However, aggregate data for Asian Americans mask different experiences by Asian subpopulations. Census data reported lower high school completion rates for students from Southeast Asia and the Philippines than for students of Japanese and Chinese ancestry. Also, while 1980 census data show that 67 percent of Asian Americans graduated from high school, only 22.3 percent of the Hmong American population, and 31.4 percent of the Laotian Americans graduated from high school (WICHE). Current racial/ethnic group classifications usually do not distinguish among subpopulations of Asians and Pacific Islanders. Educational institutions need to (1) improve the collection of racial/ethnic data from K-12 through graduate school, and (2) explore new definitions of racial/ethnic classifications that more accurately define the subgroups of multi-racial and multi-ethnic populations.

Profile of Student Enrollment in the State System

The State System in 1990-91 had a minority group student enrollment 25 percent greater than in 1980-81 [Table A-3]. During this period Hispanic students had the greatest enrollment increase among minority group students at 86 percent. American Indians had the second greatest increase of 21 percent, followed by Asian Americans at 17 percent, and African Americans at 4 percent. Non-resident aliens, defined as foreign students who are non-immigrant and who have temporary visas, had an 86 percent increase, tying with Hispanics for the largest growth in enrollment.

When comparing minority group representation to overall enrollment in the State System, there has been little change in the percentage of representation -- African Americans (797 in 1981 and 827 in 1990), and American Indians (610 in 1981 and 740 in 1990) remain at 4 percent of total head count enrollment. There was a modest gain for Asian Americans from 4 percent (2,623 students) in 1981 to 5 percent (3,062 students) in 1990; and Hispanics moved from 1 percent (655 students) in 1981 to 2 percent (2,216) in 1990 of total enrollment. Enrollment of White students decreased by 9 percent, going from 84 percent (52,832) in 1981 to 75 percent (48,014) in 1990 [Table A-3].

Nationally, the total enrollment in institutions of higher education is projected to increase by 13 percent between 1990 and the year 2000. By race/ethnicity, enrollment in institutions of higher education will vary across groups by the year 2000. The enrollment of Whites is projected to increase by 8 percent; American Indians by 12 percent; African Americans by 19 percent; Asian Americans/Pacific Islanders by 38 percent; and Hispanics by 43 percent. The enrollment of Nonresident Aliens is projected to increase by 11 percent [Table IV].

Table IV

Percent Change in Higher Education Enrollment in U.S. by Race/Ethnicity: 1980-90 and 1990-2000 (Projected)

	1980-1990			1990-2000		
Race/Ethnicity	Men	Women	Total	Men	Women	Total
African American	19%	12%	15%	13%	24%	19%
American Indian	11%	22%	17%	7%	16%	12%
Asian American	99%	73%	83%	41%	35%	38%
Hispanic	56%	44%	50%	35%	51%	43%
White	3%	15%	9%	3%	12%	8%
Non-resident Alien	19%	43%	26%	8%	17%	11%
Total	9%	21%	15%	8%	17%	13%

Source: National Center for Education Statistics, December, 1991.

Although difficult to explain at this time, there was an 80 percent increase among students for whom race or ethnicity could not be classified: in 1981, 5 percent (3,070) and in 1990, 9 percent (5,528). Possible reasons may be that there is greater reluctance or inability to identify with a particular racial or ethnic group, in addition to a predictable number of individuals who give incomplete responses to surveys. This phenomenon is comparable to concerns about accounting for differences within racial and ethnic groups where there is a growing number of students with multiracial and multi-ethnic backgrounds or subpopulations. In some cases, a high percentage of students in the Unknown/Decline category can influence the overall conclusions that might be reached from data analysis. As a result, the increased number of students in this category may require further examination of the racial and ethnic classification options available to students (and employees).

A more detailed profile of enrollment by racial and ethnic group follows:

- **First-Time Freshman Enrollment by Racial/Ethnic Group and Residency:** Overall, first-time freshman minority group students increased by 44 percent between Fall, 1981 and Fall, 1990. First-time freshman minority students were 12 percent of the total in 1990, compared to 7 percent in 1981. In contrast, White students declined by 16 percent. Non-resident Alien first-time freshman enrollment declined by 6 percent. The greatest change was in Unknown/Decline to Respond category where a 106 percent increase occurred (4 percent of 1990 enrollment were Unknown/Decline to Respond compared to 2 percent in 1981); the nonresident students represented a 225 percent increase in this category.

  Within minority groups, Hispanic students showed the greatest increase in resident and nonresident categories when comparing 1990 to 1981. Hispanic first-time freshman enrollment increased by 164 percent between 1981-1990, with resident students increasing by 174 percent and nonresident students increasing by 132 percent. Although Hispanics made the greatest gains, Asian American students still had the largest first-time freshmen enrollment. Asian Americans increased by 32 percent overall, with 33 percent resident, and 28 percent nonresident. Asian Americans represented 6 percent of the 1990 first-time freshmen compared to 3 percent for Hispanics, 2 percent for American Indians, and 1 percent for African Americans. American Indians also made some gains, improving by 57 percent overall; although there was a 35 percent decline for nonresident students, resident students increased by 112 percent. African Americans were the only group to experience an overall decline in first-time freshman enrollment (17 percent), primarily due to a 54 percent decline in nonresident students. Resident African Americans, by comparison, increased 9 percent [Table A-4].

- **Racial/Ethnic Enrollment by Gender:** In terms of enrollment by gender, the pattern of enrollment for African-Americans showed a modest decline for men at the undergraduate and graduate levels (430 undergraduate/ 79 graduate in 1981, and 423 undergraduate/ 68 graduate in 1990), and showed enrollment gains of women at both levels (235 undergraduate/ 53 graduate in 1981 and 279 undergraduate/ 57 graduate in 1990). Experience within the State System is similar to national level. However, what is significantly different is that within the State System, African American men continue to outnumber women at both undergraduate and graduate levels. Asian American/Pacific Islanders had a similar enrollment pattern by gender with more men than women attending at the undergraduate and graduate levels both in 1981 and 1990 (men, 1,502 in 1981 compared to 899 for women; and men, 1,379 in 1990 compared to 1,295 women).

In contrast, American Indian/Alaskan Native men had a higher enrollment than women at the undergraduate level in 1981 (294 undergraduates for men -- 248 undergraduates for women); however, by 1990, women attended State System institutions in greater numbers than men at the undergraduate levels (299 for men and 351 for women). Women continue on to graduate school in greater numbers than men, but men have made the greatest gain in representation (28 men in 1981 compared to 42 in 1990, and 40 women in 1981 compared to 48 in 1990). Like American Indians, undergraduate Hispanic men (269) attended in greater numbers than women (260) in 1981, but by 1990 the reverse had happened with men (533) attending in slightly smaller numbers than women (540). Hispanic men attended graduate school in slightly greater numbers (78 in 1980, and 80 in 1990) than women (48 in 1981, and 63 in 1990) [Table A-5].

Nationally, the enrollment of women is expected to increase faster than that for men between 1990-2000, except for Asians/Pacific Islanders. For Whites, the enrollment of women is projected to grow by 12 percent, while enrollment for men will increase by a moderate 3 percent. Over the projection period, the enrollment of African American women will rise by 24 percent, double the 12 percent increase experienced between 1980-90, while the enrollment of African-American men is expected to increase by 13 percent. For Hispanics between 1990 and 2000, the enrollment of women is projected to increase by 51 percent, the enrollment of men, by 35 percent. In contrast, among Asians/Pacific Islanders, the enrollment of men is projected to increase faster than that of women -- 41 percent for men, compared to 35 percent for women. Among American Indians, the enrollment of women is expected to rise by 16 percent, while the enrollment of men is projected to increase by 7 percent. Among Nonresident Aliens, the number of women enrolled is projected to increase by 17 percent between 1990-2000, compared to 8 percent for men [Table IV].

- **Undergraduate Enrollment by Race/Ethnic Group and Residency in the System. Fall, 1981 Compared to Fall, 1990:** Overall, nonresident students increased at a higher rate than resident students (25 percent for nonresident and 1 percent for resident) when comparing Fall 1981 to Fall 1990 enrollment. The difference appears to be tied to the increase in Nonresident Alien (50 percent change), Other/Unknown nonresident (173 percent change) and Hispanic nonresident (114 percent). African Americans had the smallest increase in enrollment of any group at 6 percent (7 percent resident and 1 percent nonresident. Overall, White students were the only group to show an overall decline of 5 percent, where there was a drop of 7 percent for residents and an increase of 12 percent for nonresident. Asian/Pacific Islanders were the only group to experience a decline in nonresident students (-8 percent) [Table A-6].

- **Graduate Level by Racial/Ethnic Group:** Minority groups experienced a 14 percent graduate enrollment drop between 1981 and 1990 which included nonresident enrollment declining by 56 percent. Groups experiencing a decline in enrollment include: African American (-5 percent: -2 percent resident/ -13 percent nonresident); Asian/ Pacific Islander (-28 percent: -19 resident/ -71 percent nonresident); and White (-24 percent: -21 percent resident/ -34 percent nonresident). Groups experiencing an increase include American Indian/Alaskan Native (32 percent -- 35 percent resident/ 23 percent nonresident); Hispanic (13 percent: 23 percent resident/ -12 percent nonresident); Other/Unknown (24 percent: 22 percent resident/ 34 percent nonresident). The greatest change was an increase in the percentage of Nonresident Alien who were 7 percent of the total enrollment in Fall 1981 and increased to 17 percent in Fall 1990. This translated into a 143 percent change in the Nonresident Alien students attending State System graduate level programs [Table A-7].

Educational Outcomes Among Students in the State System: Academic Performance and Degrees Awarded

Academic Performance of First-Time Freshmen by Racial/Ethnic Group

First-time freshmen from minority groups entered the State System in 1989 with better high school grade point averages (HSGPAs) than they had in 1982. Asian American/Pacific Islander men had a slight decline in HSGPAs with a 3.21 HSGPA average in 1982 and a 3.13 HSGPA average in 1989. Asian American women HSGPAs increased from a 3.27 in 1982 to 3.33 in 1989. Overall, Asian Americans had a slight HSGPA decline, with a 3.23 HSGPA average in 1989, compared to 3.24 HSGPA in 1982 [Table A-8]. Minority group students' SAT scores have improved by 13 points in math and 24 in verbal categories. In contrast, scores for White students increased by 9 points in math and 4 points in verbal categories. Although the gap closed between minority group students and Whites, White students on average scored higher than minority groups combined (in 1989 minority groups scored 482 math/ 409 verbal, and Whites 497 math/ 456 verbal). Although Asian/Pacific Islanders scored higher than any other group in math at 501 in 1989, this score was 11 points lower than their average math score in 1982 [Table A-9].

During the first year of enrollment, the performance of minority group freshmen in selected college courses (English composition, foreign language, math, and science) was comparable to that of Whites -- within 0.10 of the average grades received by Whites and new freshmen overall. Within minority groups, Asian Americans had the highest overall grade point average of any minority group in 1982 and 1989 [Table A-10]. In general, women's freshman year GPAs were higher than men in all subject areas except for science; this was true for all student groups regardless of race and ethnicity. Asian American/Pacific Islanders (2.64) and Hispanic (2.61) freshman GPAs for all subjects were comparable to the average grades for all new freshmen (2.66) and Whites (2.67) [Table A-10]. Black/African American and American Indian/Alaskan Native students enrolled in mathematics courses generally received lower grades than did other groups. Most of the students from these two groups take the first two mathematics courses -- intermediate algebra and college algebra [Table A-11].

Minority Group Graduates by Degree Levels and Institutions in Selected Years: 1980-81 Through 1990-91

In general, when comparing the average number of degrees awarded in selected years (1983-1990) to 1980-81 as a base year, the percentage of degrees awarded to minority group students increased by 33.7 percent: the greatest increase was 54.9 percent for all bachelors received by minority group students. The percentage of graduate level degrees declined by 6.1 percent for masters and 32.4 percent for doctoral degrees [Table A-12].

However, when comparing 1990-91 to 1980-81 in terms of graduate and professional degrees awarded to minority group and to white students, there was a modest increase in the percentage of masters (2.9 percent) and a substantial percentage increase in professional degrees (84.2 percent) awarded to minority groups. At the same time, there was a decline in the number of doctoral degrees (58.0 percent) awarded to minority group students. In contrast, white students had modest declines in the

percentage of masters degrees awarded (3.8 percent) and professional degrees awarded (9.8 percent). Overall, there was a drop in the percentage of graduate and professional degrees awarded to both minority group (5.8 percent) and White (3.5 percent) students [Table V].

Table V

Graduate Degrees Awarded

	Minority Groups			White		
	1980-81	1990-91	% Change	1980-81	1990-91	% Change
Masters	104	107	2.9%	1,821	1,752	-3.5%
Doctoral	50	21	-58.0%	244	260	6.6%
Professional	19	35	84.2%	305	275	-9.8%
Total Graduates	173	163	-5.8%	2,370	2,287	-3.5%

All minority groups had gains at the bachelors degree level, with Asian Americans, 75 percent; Hispanics, 62.8 percent; African Americans, 6.7 percent. At the masters level, only Asian Americans experienced a gain (14 percent). African Americans declined -44 percent; American Indians, -27.8 percent; and Hispanics, 1.8 percent. At doctoral level, Asian Americans broke even, averaging 30 degrees between 1980-81 and 1990-91. However, a substantial drop was experienced by African Americans, (-68 percent); American Indians, (-51.5 percent); and Hispanics, (-47.2 percent) [Table A-12].

- **OSSHE Bachelor's Degrees Awarded in Selected Fields by Racial/Ethnic Group: 1980-81 Compared to 1990-91**

  An area of concern in terms of an indicator of educational outcome is the declining number of degrees awarded to underrepresented minority students. No degrees were awarded to African Americans and Hispanics in computer science; to African Americans and American Indian/Alaskan Natives in math; or to African Americans in physical sciences. Only one degree was awarded to a student from a minority group in the following areas: agriculture and forestry (African American); architecture (African American, Native American, Hispanic); biological sciences (Native American); communications/ journalism (African American); health sciences (African American); math (Hispanic); physical sciences (Hispanic) [Table A-13].

  Between 1980-91 and 1990-91, the proportion of minority group degree recipients increased in every academic field except agriculture/forestry and communications/journalism (Table A-14). Overall, the proportion of bachelors degrees awarded to minorities increased from 5.5 percent in 1980-81 to 7.9 percent in 1990-91. In comparison, proportionately fewer bachelors degrees were awarded to Whites (89.1 percent in 1980-81 compared to 79.7 percent in 1990-91) [Table A-14].

- **Graduate and Professional Degree Awards by Racial/Ethnic Group**

  - Minority groups represented 4.2 percent of all masters degrees awarded, both in 1980-81 and in 1990-91. Overall, the number of minority group students receiving masters degrees has not changed significantly -- 104 degrees awarded in 1980-81 and 107 awarded in 1990-91. Within minority groups, the greatest changes occurred with increases in business (5.8 percent in 1980-81 to 15.0 percent in 1990-91); and health sciences (1.0 percent in 1980-81 to 6.5 percent in 1990-91); and decreases in agriculture/forestry (5.8 percent in 1980-81 to 0.9 percent in 1990-91); and humanities/fine arts (9.6 percent in 1980-81 to 2.8 percent in 1990-91 [Table A-15]. Proportionately fewer masters degrees were awarded to White students (73.8 percent in 1980-81 compared to 69.5 percent in 1990-91). African Americans, American Indians, and Hispanics each received no more than 0.7 percent of the total masters degrees awarded both in 1980-81 and in 1990-91. Masters degrees awarded to Asian Americans improved from 2.0 percent in 1980-81 to 2.4 percent in 1990-91. Nonresident Aliens made the greatest improvement in masters degrees awarded, going from 12.6 percent in 1980-81 to 15.8 percent in 1990-91 [Table A-16].

  - Every minority group experienced a decline in the number of students receiving a doctoral degree between 1980-81 and 1990-91. Even in the area of education where African Americans have mostly pursued a graduate degree, there were no doctoral degrees awarded in 1990-91, compared to 9 awarded in 1980-81. No doctoral degrees were awarded to a minority group student in either 1980-81 or 1990-91 in the areas of architecture, communications/journalism, computer science, or math. In contrast, the number of doctoral degrees awarded to Whites and Nonresident Aliens increased over the ten year period [Table A-17].

  - The proportion of doctoral degrees awarded to minorities declined in agriculture/forestry, biological sciences, education, and physical sciences. The proportion increased slightly in business, health sciences, humanities/fine arts, and social sciences. In 1980-81 each minority group received at least 2.0 percent of all doctoral degrees. In 1990-91, only Asians at 2.5 percent received at least 1.0 percent of all doctoral degrees. Overall, minority group students received 12.9 percent of all doctoral degrees in 1980-81; however, in 1990-91, that percentage had declined to 4.8 percent [Table A-18].

  - The overall awarding of degrees in professional fields to students from minority groups is relatively low; however, the number of degree recipients has nearly doubled from 19 (5.6 percent of professional degrees) in 1980-81 to 35 (10.6 percent of professional degrees) in 1990-91. In contrast, the number of professional degrees awarded to Whites dropped from 90.5 percent of all professional degrees in 1980-81 to 83.6 percent in 1990-91 [Table A-19]. Although the percentage of minority students receiving law degrees, compared to other professions, declined from 73.7 percent in 1980-81 to 45.7 percent, nevertheless, law remains an area where the largest number of degrees are awarded to minority group students. Asians had the greatest gain in the number of professional degrees awarded, going from 9 degrees in 1980-81 to 26 degrees in 1990-91. Professional degrees awarded to African Americans increased by 1 degree award. American Indians had no change; Hispanics had a decline of 2 degree awards [Table A-20].

Financial Support for Students Enrolled in the State System

State financial support can be divided into three major categories for students enrolled in the State System: (1) fee remission awards, (2) financial aid, and (3) graduate assistantships. As noted in the review of student aspirations, the financial cost of college ranks closely behind curriculum availability, institutional reputation, and size, type, and location for all students in deciding on a college. For underrepresented minority group students in the State System, cost of college is an especially important factor in selecting a college or pursuing further education in general. The long term objective of the minority fee remission programs is to establish a foundation upon which the State System could promote and sustain resident and underrepresented minority enrollment and graduation. Also, successes with recruitment and retention of underrepresented minority students at the undergraduate level are expected to translate into increases in the enrollment and graduation of minority students at the graduate and professional school levels.

Fee remission programs along with financial aid have given the campuses the advantage of addressing both academic merit and financial need at the undergraduate level. Although research fellowships and personal support in the form of loans are available at the graduate level, graduate assistantships represent the primary area of support for students.

A general profile of the effect of the three major sources of financial support on students is described as follows:

- **1990-91 Fee Remission Awards by Racial/Ethnic Groups:** Fee remission programs under the Minority Student Enrollment Initiative include:

  - The Underrepresented Minority Achievement Scholarship Program (UMASP) for freshmen, which was initiated in Fall, 1987, has the objectives of (1) increasing the college participation rate and enrollment of Oregon's resident, underrepresented minorities, and (2) improving the provision of academic support to enhance retention and graduation.

  - The Underrepresented Minority Achievement Scholarship Program (UMASP) for juniors, started in 1989-90, recognizes meritorious achievement of underrepresented minority students in reaching junior-level status and emphasizes campus support to increase underrepresented minority group enrollment and retention through graduation from a baccalaureate program. Although this program applies to all resident minority students from any college or university, it especially targets minority students in Oregon's community colleges.

  - The Portland Teacher Program (PTP), started in 1989-90, is a cooperative effort of the Portland Public Schools, Portland Community College, and Portland State University. The PTP will increase the number of underrepresented minority students entering the teaching profession.

  - The OHSU Minority Program, established in 1989-90, is an effort to increase the number of underrepresented minority students enrolling in and graduating from the health professions.

  - The policy goal for the Freshman Minority Program is to increase and maintain the college participation rates for Oregon's underrepresented minorities to the same level as the

participation rate for students overall by racial/ethnic group. Since the program began in Fall, 1987 enrollment for the three underrepresented groups has increased, but unevenly, e.g., new freshman enrollment of African American students increased by 58 percent in contrast to the 133 percent and 104 percent increases for American Indian/Alaskan Natives and Hispanics, respectively [Table VI]. Overall, from 1986 to 1990, resident underrepresented minority freshman enrollment increased by 97%, while overall resident freshman enrollment decreased by 9%. As of Fall, 1990, the freshman college participation rate of African Americans was 13 percent, while the same rate was at 16 percent for American Indians and Hispanics. The new freshman college participation rate of resident White students and students overall by racial/ethnic group was 15 percent. In sharp contrast, Asian Americans had the highest participation rate at 26 percent.

Table VI

Percent Change of Enrollment of Resident Underrepresented Minority Freshmen: 1986-1990

Racial/Ethnic Group	Percent Change
African American	58%
American Indian	133%
Hispanic	104%
Total	97%

Table VII

State System Freshman Participation Rate* by Racial/Ethnic Group for Oregon High School Graduates: Fall 1990

Racial/Ethnic Group	Participation Rate*
African American	13%
American Indian	16%
Asian American	26%
Hispanic	16%
Whites	15%
Totals	15%

* Participation rate for racial/ethnic groups is defined as their State System Fall term enrollment expressed as a percentage of that racial/ethnic group's Oregon high school enrollment in the fall of the senior year.

- Collectively, for all fee remission programs, the three underrepresented minority groups represent 45 percent of the total number receiving fee remission awards, 38 percent of the dollars awarded, and represent 4 percent of all enrollment. Within the Oregon Laurels Program, which is restricted to U.S. citizens, resident and nonresident students, underrepresented minorities receive 21 percent of the award dollars and represent 4 percent of all enrollment. Minority-specific awards represent nearly 80 percent of all awards received by students from minority groups. American Indian/Alaskan Natives receive 10 percent of the awards, 8 percent of the dollars awarded, and represent 1 percent of enrollment; African Americans receive 13 percent of the awards, 11 percent of the dollars awarded, and represent 1 percent of enrollment; and Hispanics receive 22 percent of the awards, 19 percent of the award dollars, and represent 2 percent of the enrollment. Conversely, Asian/Pacific Islanders and White students receive fee remission awards at rates below their level of enrollment. Asian/Pacific Islanders receive 3 percent of the awards, 3 percent of the dollars awarded, and represent 5 percent of the enrollment; and, White students receive 27 percent of the awards, 20 percent of the dollars awarded, and represent 75 percent of all enrollment. And like underrepresented minority students receiving awards at rates greater than their enrollment, Nonresident Alien or international students receive 18 percent of the awards, 30 percent of the dollars awarded, and represent only 7 percent of the enrollment [Table A-21].

- **Financial Aid Awards by Racial/Ethnic Groups for 1991-92:**

  - As of Winter quarter, 1992, $129 million had been awarded to 26,357 individual students (undergraduates and graduates), which was about 45 percent of the System's total enrollment. When comparing the enrollment and financial aid representation rates of the three underrepresented groups, Hispanics appear to have the highest level of need, followed by African Americans, then American Indian/Alaskan Natives. Hispanics receive 4 percent of the aid and represent just over 2 percent of all enrollment; African Americans receive 3 percent of aid and represent 1.5 percent of all enrollment; and American Indian/Alaskan Natives receive 1.6 percent of aid and represent 1.2 percent of all enrollment. A possible explanation for this difference in regard to American Indian/Alaskan Natives is that they may receive types of federal, state and tribal aid not collected or reported through the System's financial aid offices. Nevertheless, underrepresented students as a group appear to have a higher level of financial need than does the overall student population. In contrast, Asian/Pacific Islanders and White students received financial aid at about the same level of their representation in overall enrollment. White students receive almost 80 percent of the aid and represent about 75 percent of all enrollment; Asian/Pacific Islanders receive just over 6 percent of the aid and represent just under 6 percent of the enrollment.

  - Within types of financial aid, all minority students received federal and state grant aid in a proportion much higher than their proportion of total enrollment. White students receive grant aid in almost exactly the same proportion as their overall proportion of total enrollment. For the State System surcharge waiver program, Asian/Pacific Islander students are represented at a level that is almost 4 percent higher than their enrollment representation. Whites receive more institutional scholarships than any other group at 76 percent. All students are borrowing at a significant level to pay for college [Table A-22].

- **Financial Support For Graduate Study:**

  - Students from minority groups receive 130 out of 2,880 graduate assistantships allocated in OSSHE Fall, 1990 (not including EOSC and OIT) representing 4.5 percent. Non-resident Alien students received 30.3 percent of the assistantships or 83.7 percent total [Table A-23].

  - Nationally, while colleges and universities were the primary source of graduate school support for the majority (54.4 percent) of Asian Ph.D.s in 1990, personal sources (including loans) were cited by 62.7 percent of African Americans, 59.5 percent of American Indians, and 47.5 percent of Hispanics [Table A-24].

  - Nationally, the groups with the highest frequencies of indebted Ph.D.s in 1990 were Hispanics (69.0 percent) and African Americans (61.8 percent) -- compared with approximately 55 percent of Asian Americans and American Indians. In addition, more than one-third of Hispanic Ph.D.s owed over $10,000 by the time they graduated, as did about one-fourth of the other minorities. Hispanic social scientists reported the largest proportions of Ph.D.s with debt and owing more than $10,000. Because education and social sciences are the areas in which Hispanics and African Americans are most concentrated, their high percentages in these fields convert to significant numbers of indebted Ph.D.s. Variations among the groups can be largely explained by the field preferences of Ph.D.s: Asian Americans tended to cluster in science and engineering fields where university support is most abundant, while the other groups were more concentrated in non-science areas where university support is less available. What is interesting is that the pattern of differences between "with debt" and "without debt" for underrepresented minority groups is maintained even for disciplines where there is greater opportunity for university and federal support, e.g., the physical sciences, engineering, and life sciences. However, the difference narrows or remains about the same for Asian Americans and Whites in these categories [Table A-24].

Distribution of Employment in the State System

Faculty in the State System by Racial/Ethnic Groups

Overall, 5.2 percent of the faculty in the State System are from minority groups [Table B-1]. Asian faculty represent the greatest number of minority group faculty at each faculty rank. Overall Asian faculty were 3.5 percent of faculty in 1990-91 compared to 2.1 percent in 1980 [Table B-3]. All other minority groups totaled 1.4 percent in 1980-81 compared to 2.1 in 1990-91. More than 80 percent (126) minority faculty are located at the three universities -- UO, OSU, and PSU. The number of minority group members may be greater at PSU since 12.5 percent are in the Unknown/Decline category. A confounding factor is the 48 faculty members who are located in the Decline/Unknown category for assistant professors. In 1990-91, 2.7 percent of the faculty are in the Decline/Unknown category compared to 0.5 percent in 1980-81. The percent of white faculty declined from 96 percent in 1980-81 to 91.7 percent in 1990-91. However, White faculty still represented the overwhelming majority of faculty with only a modest change over a ten year period [Table B-2].

Just under half (49.2 percent) of minority group faculty were at the full professor and associate professor ranks in 1990-91, compared to 52.4 percent in 1980-81. Two-thirds (67 percent) of White faculty were at the full and associate professor ranks in 1990-91, with about the same proportion (68.9 percent) at those ranks in 1980-81.

The distribution of faculty by rank in each racial/ethnic group varies widely. For example, the largest percentage of African American faculty in 1990-91 was at the full professor rank (40 percent) in 1980-81, that figure was 15.4 percent. At the other extreme, only 12.5 percent of the American Indian faculty were full professors in 1990-91, compared to 42.9 percent in 1980-81. American Indian faculty also show a disproportionately large number at the assistant professor rank, and small percentages at both full and associate professor ranks. Small percentages of Hispanic faculty are at the full professor rank, although the percentage increased slightly between 1980-81 and 1990-91 (from 7.7 percent to 8.3 percent). Much larger percentages of Hispanic faculty were in the associate and assistant professor ranks. The distribution of Asian/Pacific Islander faculty is similar to that of White faculty, with somewhat higher percentages of Asian faculty at the assistant professor rank [Table B-3].

The largest concentration of minority faculty can be found in Humanities/Fine Arts (8.5 percent), Education (6.7 percent), and High Market disciplines (6.6 percent). High market disciplines include engineering, computer science, business, and law. Of the 25 minority group faculty in this category, 20 are Asian/Pacific Islander [Table B-4].

Nationally, according to ACE reports, hiring and promotion practices in the 1980s had little effect on increasing the representation of African Americans in senior faculty in colleges and universities. In 1989, 2.4 percent of full professor positions and 4.1 percent of associate positions were held by African Americans. These figures represent minimal gains when compared to 1979 figures when 1.2 percent of full professor and 3.2 percent of associate professor positions were held by African Americans. Hispanics held only 1.3 percent of all full professors and 1.7 percent of all associate professor positions. During the 1980s, American Indian professor participation within all faculty ranks was only 0.3 percent. Although the actual number of American Indian faculty increased by 41.9 percent between 1979 and 1989, this gain did not increase their overall representation among faculty. In 1989, Asian Americans were the largest minority faculty group, holding 4.7 percent of all full-time faculty positions. As a footnote, the American Council on Education (ACE) reports that 50.4 percent of Asian American faculty are non-U.S. citizens. As a result, only 2.8 percent of all higher education positions are U.S. born or naturalized Asian Americans. In 1989, 3.9 percent of all full professors and 3.5 percent of all associate professors were Asian American men, compared to White men who represented 79.6 percent of full professors and 66.7 percent of associate professors. Asian American female faculty, like other minority groups, are more likely to be assistant professors, lecturers, or instructors. In 1989, 10.9 percent of all Asian American female faculty with rank were full professors, and 29.9 percent were associate professors [Table B-5].

Compared to other minority groups nationally, more Asian American faculty held positions in engineering (3.9 percent), the social sciences (12.3 percent), the physical sciences (11.6 percent) and mathematics and statistics (11.5 percent). The largest portion of African American faculty were employed in education (15.2 percent), social sciences (15.2 percent), business (9.8 percent), and health related departments (8.8 percent). For Hispanics, the greatest number of faculty were in the social sciences (17.6 percent), the humanities (13.5 percent), education (10.8 percent) and health related departments. The numbers for American Indians were too small to be meaningful. However, most

American Indian faculty were in health sciences, natural sciences, and social science departments [Table B-6].

Selected Administrators and Professional Staff by Racial/Ethnic Group

Administrative positions selected for this study include chancellor and presidents; vice chancellors; associate and assistant vice chancellors; vice presidents; associate and assistant Vice Presidents; deans; associate and assistant deans; directors; and other administrators such as budget directors, chief business officers, chief facilities managers, and registrars. In 1991-92, minority group administrators held 5.8 percent of all selected administrative positions. No person of color holds a president or vice chancellor/vice president position in the State System [Table C-1]. The largest concentration of minority group administrators were in administration (50 percent). Minority group representation of selected administrators ranges from one each at the Chancellor's Office, WOSC, EOSC, OIT to two each at OSU, SOSC, OHSU; three at UO; and five at PSU. Of the professional staff in the system, 6.9 percent (104 out of 1,510 positions) are from minority groups. Within minority groups, Asians represent 42.3 percent of the total (44 out of 104 positions) [Table C-2].

Nationally, minority group employees in full-time administrative positions went from 10.1 percent in 1979 to 12.7 percent in 1989. African Americans held a larger share of administrative and management positions than faculty positions -- 8.6 percent in administration and 4.5 percent in full-time faculty in 1989. Women had the gains in administrative and management positions, increasing from 2.9 percent in 1979 to 4.2 percent in 1989. In contrast, men remained about the same with 4.5 percent in 1979 compared with 4.4 percent in 1989. Colleges and universities across the nation made some gains in the number and percentage of Hispanic administrators during the 1980s. While the number of Hispanic administrators and managers nearly doubled, their overall representation in academic administration edged up from 1.4 percent in 1979 to 2.3 percent in 1989. As with other racial and ethnic groups, nationally, American Indian women are more concentrated in non-faculty and non-administrative positions than their male counterpart: 83 percent of women compared to 65.7 percent of men work in these types of positions. American Indians share of administrative and management positions remained relatively unchanged during the 1980s. In 1979, American Indian administrators held 0.3 percent of all administration and management positions. Ten years later, 0.4 percent of all full-time administrators are American Indians. In the 1980s, Asian Americans made sizeable gains in most higher education employment areas. Between 1979 and 1989, the number of Asian Americans employed in higher education administration nearly doubled, increasing their share of full-time positions from 0.4 percent to 1.5 percent [Table C-3].

The employment growth for Asian Americans was the largest for any racial and ethnic group in higher education and outpaced growth in the total higher education labor force. In 1989, Asians were 56.8 percent men and 43.2 percent women. Asians are the only racial and ethnic group where there are more men than women employed in higher education. Among women, nearly 79 percent are employed in non-management and non-faculty positions. Although there were significant gains for Asian Americans during the 1980s, their representation in administration and management positions is considerably low. In 1989, only 1.4 percent of all higher education and administrators were Asian American. Ten years prior, their share of administrative and management positions was at 0.9 percent.

Conclusion: Summary Statements

This report focused on key educational and employment areas that might be correlated with efforts to achieve and maintain racial and ethnic diversity in the State System. Oregon high school students' college aspirations and their estimated high school graduation patterns, their rate of college participation, enrollment and degrees awarded by educational level, educational outcomes in terms of high school and college freshman year academic performances; the impact of available financial support on students; and the employment distribution of faculty, professional staff, and administrators were emphasized. National data and information have been presented to place the State System's trends in a comparative context.

Observations and conclusions from the report include the following:

- In the State System's survey of post-high school plans, among Oregon's graduating class of 1992, 81 percent indicated aspirations of continuing their education beyond high school. When considering the choice of college, almost half of all students listed State System institutions among their top choices. American Indian and Hispanic students gave the State System the highest percentage ranking (52 percent and 50 percent respectively). However, if given their top college choice, African American students are the only group that would prefer to attend a college outside the state of Oregon. Presently, with the exception of African Americans, the State System enrolls a higher percentage of resident undergraduates by race and ethnicity than the corresponding percentage shown for all Oregon colleges and universities. Given the high preference for State System institutions among Oregon residents, and an estimated 35 percent increase among Oregon's high school graduates, particularly Asian Americans and Hispanics, the State System has an opportunity to enroll the most racially and ethnically diverse student population by the year 2000.

- The cost of attending colleges and universities is and will continue to be a dominant factor for all students with aspirations of attending college. However, it is clear from the post-high school plans survey and financial support data that students from minority groups see costs as more important than size, type, and location of an institution -- and these students appear to have a greater need for financial aid. The fee remission programs are one of the most effective means of attracting students to State System institutions. On average, 30 percent of each underrepresented minority group receive a fee remission award. Continued success in maintaining diversity, particularly for African American and American Indian students who show the least improvement in areas of recruitment and degree acquisition, is dependent on fee remission and other types of financial support remaining in place.

- There has been lack of progress in recruiting and retaining minority group students at the graduate level. The number of graduate degrees awarded in the State System between 1980-81 and 1990-91 to minority groups has declined, primarily at the doctoral level. The decline was particularly evident for underrepresented minority students. National data show that students who go on to graduate school must rely more on personal support (which includes loans) than they do on university and federal support (which includes research and graduate assistantships). As a result, the minority group students are discouraged from attending graduate school in light of the potential for greater debt. In Oregon, while data on debt and goals beyond baccalaureate graduation are not available, we do know that students from minority groups receive only 4.5 percent of graduate assistantships. Currently, there are no State System financial support

programs to encourage minority students to attend graduate school. However, the three universities use some fee remission award allocations from the Oregon Laurels Program to identify undergraduate minority group students with interest and promise in continuing on to graduate school. Also, campuses can now use some UMASP Junior allocations to support minority group students who want to pursue graduate study at their institution. A financial support structure to promote minority group doctoral study in the State System should be an objective.

- At the undergraduate level, the number of degrees awarded to minority group students is likely to increase with better academically prepared students currently enrolling in the State System. Minority group students entering the State System in Fall 1989 as first-time freshmen, received higher SAT scores and competitive grades in most subjects when compared to the White student cohort. A fundamental weakness remains in minority group students' academic performance in mathematics. From a pipeline perspective, campuses must continue or initiate partnerships with high schools to help minority groups receive greater exposure to math and science (technical) areas of curricula. Furthermore, the agenda for minority group student retention should include a review of type and level of financial (and staff) support available to monitor student progress and institutional diversity and the effectiveness of these resources.

- The categories for classifying students by race and ethnicity require immediate attention. Students classified in Unknown/Decline category grew at a faster rate than any group of students except Nonresident Aliens. This problem exists for faculty and staff as well. A significant number of students, faculty, and staff whose background is unknown, could make a difference in determining campus progress in achieving diversity. More importantly, it raises concern as to whether or not the classification schemes commonly used nationally and within the State System adequately reflect the range of choices for individuals from multi-ethnic and multi-racial backgrounds. An ad hoc committee of campus registrars and admissions representatives might be appointed to develop recommendations in this area.

- The pattern of employment of faculty in the State System by racial and ethnic groups is somewhat different than the national patterns. Oregon, on a percentage basis, has a greater number of minority faculty at associate and full professor ranks than at assistant and instructor levels. Nationally, most minority group faculty are at the assistant professor and instructor ranks. Asian faculty are represented in greater numbers within the State System and nationally, than any other minority group. Asians have a greater representation in the State System than nationally. Also, White faculty have a higher percentage representation in the State System at 91.7 percent, compared to 88 percent nationally. However, it should be noted that the percentage of White faculty has declined by 5 percent since 1980-81. Conversely, African American, American Indian, and Hispanic faculty showed modest and uneven changes at State System institutions during the same period. The relatively small number of underrepresented minority group faculty must remain a concern. Faculty development, faculty exchanges, and new hiring are areas where State System initiatives continue to be needed.

- The proportion of professional staff and administrators from minority groups is somewhat higher than the proportion for faculty. This pattern is comparable to the national data. The largest percentage of representation by minority groups in these positions are in non-supervisory or professional support areas. No comparative data are available to show if there have been gains or losses within the employment categories. Campuses actively pursue affirmative action

procedures when recruiting all employees. However, further information should be developed on the career patterns of individuals in professional staff and non-supervisory management positions. The information will clarify the extent to which professional development can help move qualified minority staff and administrators to supervisory and line authority positions.

In conclusion, progress has been made in lowering or eliminating many barriers to enhancing racial and ethnic diversity in the State System. The challenge for the State System in the next five years will be to move to what the National Task Force for Minority Achievement in Higher Education (1990) has termed the third stage to achieving fair outcomes. The third stage follows removing barriers and establishing a climate of support. Achieving fair outcomes, as a goal, involves making fundamental changes in institutional procedures and group relations, pedagogical approaches, and curricular development. To assist campuses in bringing about these changes, policies for improving minority group degree acquisition, particularly at the graduate level, increasing the number of underrepresented faculty, and providing better opportunities for professional staff and administrative advancement will need to be prominent among the State System's key priorities in the 1990s.

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LIST OF TABLES AND GRAPHS

		Page
A-1	Comparative Post-High School Plans Survey Data: Oregon Class of 1992 High School Juniors by Racial/Ethnic Group	25
A-2	Oregon College-Age Population, Estimated High School Graduates, and College Enrollment: Percent Distribution by Racial/Ethnic Group	26
A-3	Total Headcount Enrollment by Racial/Ethnic Group: Fall 1990 Compared to Fall 1981	27
A-4	First-Time Freshman Enrollment by Racial/Ethnic Group and Residency: Fall 1990 Compared to Fall 1981	28
A-5	Total Headcount Enrollment by Racial/Ethnic Group and Gender: Fall 1990 Compared to Fall 1981	29
A-6	Undergraduate Enrollment by Racial/Ethnic Group and Residency: Fall 1990 Compared to Fall 1981	30
A-7	Graduate Enrollment by Racial/Ethnic Group and Residency: Fall 1990 Compared to Fall 1981	31
A-8	High School GPA of OSSHE First-Time Freshmen by Racial/Ethnic Group and Gender: 1989 Compared to 1982	32
A-9	Math and Verbal SAT Scores of OSSHE Entering Freshmen by Racial/Ethnic Group: 1989 Compared to 1982	34
A-10	Freshman Year GPA for OSSHE First-Time Freshmen by Subject Area, Racial/Ethnic Group and Gender: 1989-90	36
A-11	Freshman Year Enrollment and GPA in Mathematics Courses by Racial/Ethnic Group and Gender: 1989-90	37
A-12	Minority Group Graduates by Degree Level and Institution: Selected Years 1980-81 Through 1990-91	38
A-13	OSSHE Bachelors Degrees Awarded in Selected Fields by Racial/Ethnic Group: 1990-91 Compared to 1980-81 (Within Groups)	39
A-14	OSSHE Bachelors Degrees Awarded in Selected Fields by Racial/Ethnic Group: 1990-91 Compared to 1980-81 (Between Groups)	41
A-15	OSSHE Masters Degrees Awarded in Selected Fields by Racial/Ethnic Group: 1990-91 Compared to 1980-81 (Within Groups)	43
A-16	OSSHE Masters Degrees Awarded in Selected Fields by Racial/Ethnic Group: 1990-91 Compared to 1980-81 (Between Groups)	45

A-17 OSSHE Doctoral Degrees Awarded in Selected Fields by Racial/Ethnic Group: 1990-91 Compared to 1980-81 (Within Groups) 47

A-18 OSSHE Doctoral Degrees Awarded in Selected Fields by Racial/Ethnic Group: 1990-91 Compared to 1980-81 (Between Groups) 49

A-19 OSSHE Professional Degrees Awarded by Racial/Ethnic Group: 1990-91 Compared to 1980-81 (Within Groups) 51

A-20 OSSHE Professional Degrees Awarded by Racial/Ethnic Group: 1990-91 Compared to 1980-81 (Between Groups) 51

A-21 Fee Remission Program Report, by Racial/Ethnic Group: 1990-91 (All OSSHE Institutions) 53

A-22 State System Financial Aid Awarding by Racial/Ethnic Group: 1991-92 54

A-23 Graduate Assistants by Racial/Ethnic Group: Fall 1990 55

A-24 Primary Sources of Support for U.S. Citizen Ph.D.s, by Racial/Ethnic Group and Broad Field: 1990 56

A-25 Cumulative Debt Related to Education for U.S. Citizen Ph.D.s, by Race/Ethnicity and Broad Field: 1990 57

B-1 Full-Time Faculty of Color, by Institution: 1990-91 58

B-2 Percentage Distribution of Full-Time Faculty by Rank and Racial/Ethnic Group: 1990-91 Compared to 1980-81 (Within Groups) 59

B-3 Percentage Distribution of Full-Time Faculty by Rank and Racial/Ethnic Group: 1990-91 Compared to 1980-81 (Between Groups) 60

B-4 Full-Time Instructional Faculty by Discipline Group, Racial/Ethnic Group and Rank: 1990-91 61

B-5 Percentage of Full-Time Faculty in U.S. Colleges and Universities by Academic Rank and Racial/Ethnic Group: 1989-90 Compared to 1979-80 64

B-6 Percentage of Current Faculty Appointments in U.S. Colleges and Universities by Department, Race/Ethnicity and Sex: 1989-90 65

C-1 Number of Administrators of Color Among Selected Administrative Positions: 1991-92 66

C-2 Distribution of State System Professional Staff (Non-Faculty) by Racial/Ethnic Group: 1990-91 67

C-3 Percentage of Full-Time Administrators in U.S. Colleges and Universities by Racial/Ethnic Group and Gender: 1989-90 Compared to 1979-80 68

Table A-1

Comparative Post-High School Plans Survey Data: Oregon Class of 1992 High School Juniors by Racial/Ethnic Group

		African American	American Indian/ Alaskan Native	Asian/Pacific Islander	Hispanic/ Latino	White	Unknown	Total
Oregon High School Juniors		2.0%	1.6%	3.6%	3.5%	89.0%	NA	100.0%
Survey Respondents (N=18,847)		1.6%	2.8%	4.0%	3.6%	81.5%	6.5%	100.0%
Gender Distribution		50/50	60/40	53/47	56/44	50/50	53/47	50/50
HSGPA 2.50 or greater*		68.3%	71.1%	91.3%	73.8%	84.1%	74.7%	82.8%
College-Bound		82.0%	70.0%	91.2%	74.1%	75.0%	81.9%	76.9%
First Choice College: by Insitutuion	1	Out-of-state/public	OSU	OSU	OSU	OSU	UO	OSU
	2	UO	UO	UO	Out-of-state/public	UO	OSU	UO
	3	OSU	Out-of-state/public	PSU	UO	Out-of-state/public	Out-of-state/public	Out-of-state/public
First Choice College: by Type of Institution								
First Choice: OSSHE		46.9%	46.8%	52.2%	49.9%	46.3%	41.3%	46.5%
First Choice: Oregon Independent		3.7%	4.0%	7.2%	5.4%	8.3%	8.7%	8.0%
First Choice: Out-of-State		33.3%	20.1%	28.8%	20.9%	25.4%	27.4%	25.5%
First Choice: Oregon Community College		16.0%	29.1%	11.8%	23.7%	20.0%	22.7%	20.1%
Educational Program Plans of Students Citing a Community College as 1st, 2nd, or 3rd College Choice								
College Transfer		57.4%	39.7%	59.0%	48.2%	53.7%	56.7%	53.3%
Occupational		16.8%	38.4%	23.3%	30.8%	32.8%	26.4%	32.0%
Other		25.7%	21.8%	17.6%	20.9%	13.6%	16.9%	14.6%
Three Most Important Factors in Choosing a College								
	1	Academic Rep.	Academic Rep.	Academic Rep.	Academic Rep.	Academic Rep.	Academic Rep.	Academic Rep.
	2	Cost	Cost	Program Choice	Program Choice	Program Choice	Program Choice	Program Choice
	3	Social Reputation	Program Choice	Cost	Cost	Size/Type/Location	Cost	Size/Type/Location
Top Three College Program Choices								
	1	Accounting	Law Enforcement	Pre-Med	Accounting	Accounting	Arts	Accounting
	2	Pre-Law	Accounting	Accounting	Law Enforcement	Law Enforcement	Psychology	Psychology
	3	Bus.Adm/PreMed	Fine/Appl Arts	Psychology	Fine/Appl Arts	Psychology	Accounting	Law Enforcement

* A 2.50 HSGPA is the lowest GPA required for admission to a state college or university.

Source: OSSHE Academic Affairs Class of 1992 Post-High School Plans Survey.

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Table A-2

Oregon College-Age Population, Estimated High School Graduates, and College Enrollment: Percent Distribution by Racial/Ethnic Group

	1990 Population 18-24	Est OR High Sch Grads (1985-89 avg)	High School Grads-1995 Projection	Percent Change in Grads	First-Time Freshmen 1988		All Undergrads 1988		OSSHE Resident Enrollment 1990	
					4-yr college*	2-yr college	4-yr college*	2-yr college	First-Time Frsh	All Undergrads
African American	2.1%	1.8%	2.0%	+ 11.1%	1.5%	1.6%	1.3%	1.4%	1.4%	1.2%
American Indian/Alaskan Nativ	1.6%	1.5%	1.6%	+ 6.6%	1.2%	1.5%	1.0%	1.0%	1.7%	1.3%
Asian/Pacific Islander	2.9%	3.1%	3.6%	+ 16.1%	5.6%	2.9%	4.9%	3.1%	5.4%	4.7%
Hispanic/Latino	5.4%	2.4%	3.7%	+ 54.1%	2.1%	2.8%	1.5%	1.7%	3.2%	2.1%
Minority Subtotal	12.0%	8.8%	10.9%	+ 23.9%	10.4%	8.8%	8.7%	7.2%	11.7%	9.3%
White	85.7%	91.2%	89.1%	- 2.3%	87.2%	90.0%	86.9%	91.9%	86.5%	82.2%
Other/Unknown **	2.3%	0.0%	0.0%	0.0%	2.4%	1.2%	4.4%	0.9%	1.8%	8.5%
Total	100.0%	100.0%	100.0%		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

* Includes enrollment in OSSHE and Oregon independent colleges.

** Includes other ethnic groups not otherwise identified and those who declined to respond. Excludes nonresident aliens.

Sources: 1) Western Interstate Commission for Higher Education and The College Board, *The Road to College: Educational Progress by Race and Ethnicity*, 1991.
2) OSSHE Institutional Research Services.

Table A-3

Total Headcount Enrollment by Racial/Ethnic Group:
Fall 1990 Compared to Fall 1981

TOTAL STATE SYSTEM

	Fall 1981		Fall 1990		% Change
	N	%	N	%	1981 to 1990
African American	797	1%	827	1%	4%
American Indian/Alaskan Native	610	1%	740	1%	21%
Asian/Pacific Islander	2,623	4%	3,062	5%	17%
Hispanic/Latino	655	1%	1,216	2%	86%
Minority Subtotal	4,685	7%	5,845	9%	25%
White	52,832	84%	48,014	75%	-9%
Nonresident Alien	2,273	4%	4,222	7%	86%
Unknown/Declined to Respond	3,070	5%	5,528	9%	80%
Grand Total	62,860	100%	63,609	100%	1%

Source: OSSHE Institutional Research Services, Fall Fourth Week Enrollment Reports, report ERDD-03.

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Table A-4

First-Time Freshman Enrollment by Racial/Ethnic Group and Residency: Fall 1990 Compared to Fall 1981

TOTAL STATE SYSTEM

	Fall 1981 N	Fall 1981 %	Fall 1990 N	Fall 1990 %	% Change 1981 to 1990
African American					
Resident	64	1%	70	1%	9%
Nonresident	46	1%	21	0%	-54%
Total	110	1%	91	1%	-17%
American Indian/Alaskan Native					
Resident	43	1%	91	1%	112%
Nonresident	26	0%	17	0%	-35%
Total	69	1%	108	2%	57%
Asian/Pacific Islander					
Resident	215	3%	286	4%	33%
Nonresident	95	1%	122	2%	28%
Total	310	4%	408	6%	32%
Hispanic/Latino					
Resident	61	1%	167	2%	174%
Nonresident	19	0%	44	1%	132%
Total	80	1%	211	3%	164%
Minority Subtotal					
Resident	383	5%	614	9%	60%
Nonresident	186	2%	204	3%	10%
Total	569	7%	818	12%	44%
White					
Resident	5,770	75%	4,554	65%	-21%
Nonresident	1,034	13%	1,172	17%	13%
Total	6,804	89%	5,726	82%	-16%
Nonresident Alien	157	2%	148	2%	-6%
Unknown/Declined to Respond					
Resident	101	1%	165	2%	63%
Nonresident	36	0%	117	2%	225%
Total	137	2%	282	4%	106%
Grand Total					
Resident	6,254	82%	5,333	76%	-15%
Nonresident	1,413	18%	1,641	24%	16%
Total	7,667	100%	6,974	100%	-9%

Source: OSSHE Institutional Research Services, Fall Fourth Week Enrollment Reports, report ERDD-03.

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Table A-5

Total Headcount Enrollment by Racial/Ethnic Group and Gender: Fall 1990 Compared to Fall 1981

TOTAL STATE SYSTEM

	1981			1990		
	UG	Grad	Total	UG	Grad	Total
African American						
Men	430	79	509	423	68	491
Women	235	53	288	279	57	336
Total	665	132	797	702	125	827
American Indian/Alaskan Native						
Men	294	28	322	299	42	341
Women	248	40	288	351	48	399
Total	542	68	610	650	90	740
Asian/Pacific Islander						
Men	1,185	317	1,502	1,379	218	1,597
Women	899	222	1,121	1,295	170	1,465
Total	2,084	539	2,623	2,674	388	3,062
Hispanic/Latino						
Men	269	78	347	533	80	613
Women	260	48	308	540	63	603
Total	529	126	655	1,073	143	1,216
Minority Subtotal						
Men	2,178	502	2,680	2,634	408	3,042
Women	1,642	363	2,005	2,465	338	2,803
Total	3,820	865	4,685	5,099	746	5,845
White						
Men	21,466	5,348	26,814	19,372	3,761	23,133
Women	20,715	5,303	26,018	20,517	4,364	24,881
Total	42,181	10,651	52,832	39,889	8,125	48,014
Nonresident Alien						
Men	1,115	668	1,783	1,231	1,444	2,675
Women	281	209	490	858	689	1,547
Total	1,396	877	2,273	2,089	2,133	4,222
Unknown/Declined to Respond						
Men	1,120	534	1,654	2,251	661	2,912
Women	912	504	1,416	1,994	622	2,616
Total	2,032	1,038	3,070	4,245	1,283	5,528
Grand Total						
Men	25,879	7,052	32,931	25,488	6,274	31,762
Women	23,550	6,379	29,929	25,834	6,013	31,847
Total	49,429	13,431	62,860	51,322	12,287	63,609

Source: OSSHE, Institutional Research Services, Fall Fourth Week Enrollment Reports, report ERDD-03.

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Table A-6

Undergraduate Enrollment by Racial/Ethnic Group and Residency: Fall 1990 Compared to Fall 1981

TOTAL STATE SYSTEM

	Fall 1981		Fall 1990		% Change
	N	%	N	%	1981 to 1990
African American					
Resident	491	1%	527	1%	7%
Nonresident	174	0%	175	0%	1%
Total	665	1%	702	1%	6%
American Indian/Alaskan Native					
Resident	486	1%	576	1%	19%
Nonresident	56	0%	74	0%	32%
Total	542	1%	650	1%	20%
Asian/Pacific Islander					
Resident	1,407	3%	2,050	4%	46%
Nonresident	677	1%	624	1%	-8%
Total	2,084	4%	2,674	5%	28%
Hispanic/Latino					
Resident	460	1%	925	2%	101%
Nonresident	69	0%	148	0%	114%
Total	529	1%	1,073	2%	103%
Minority Subtotal					
Resident	2,844	6%	4,078	8%	43%
Nonresident	976	2%	1,021	2%	5%
Total	3,820	8%	5,099	10%	33%
White					
Resident	38,500	78%	35,758	70%	-7%
Nonresident	3,681	7%	4,131	8%	12%
Total	42,181	85%	39,889	78%	-5%
Nonresident Alien	1,396	3%	2,089	4%	50%
Unknown/Declined to Respond					
Resident	1,814	4%	3,650	7%	101%
Nonresident	218	0%	595	1%	173%
Total	2,032	4%	4,245	8%	109%
Grand Total					
Resident	43,158	87%	43,486	85%	1%
Nonresident	6,271	13%	7,836	15%	25%
Total	49,429	100%	51,322	100%	4%

Source: OSSHE Institutional Research Services, Fall Fourth Week Enrollment Reports, report ERDD-03.

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Table A-7

Graduate Enrollment by Racial/Ethnic Group and Residency: Fall 1990 Compared to Fall 1981

TOTAL STATE SYSTEM

	Fall 1981 N	Fall 1981 %	Fall 1990 N	Fall 1990 %	% Change 1981 to 1990
African American					
Resident	94	1%	92	1%	-2%
Nonresident	38	0%	33	0%	-13%
Total	132	1%	125	1%	-5%
American Indian/Alaskan Native					
Resident	55	0%	74	1%	35%
Nonresident	13	0%	16	0%	23%
Total	68	1%	90	1%	32%
Asian/Pacific Islander					
Resident	257	2%	305	2%	19%
Nonresident	282	2%	83	1%	-71%
Total	539	4%	388	3%	-28%
Hispanic/Latino					
Resident	93	1%	114	1%	23%
Nonresident	33	0%	29	0%	-12%
Total	126	1%	143	1%	13%
Minority Subtotal					
Resident	499	4%	585	5%	17%
Nonresident	366	3%	161	1%	-56%
Total	865	6%	746	6%	-14%
White					
Resident	8,726	65%	6,860	56%	-21%
Nonresident	1,925	14%	1,265	10%	-34%
Total	10,651	79%	8,125	66%	-24%
Nonresident Alien	877	7%	2,133	17%	143%
Unknown/Declined to Respond					
Resident	875	7%	1,065	9%	22%
Nonresident	163	1%	218	2%	34%
Total	1,038	8%	1,283	10%	24%
Grand Total					
Resident	10,100	75%	8,510	69%	-16%
Nonresident	3,331	25%	3,777	31%	13%
Total	13,431	100%	12,287	100%	-9%

Source: OSSHE Institutional Research Services, Fall Fourth Week Enrollment Reports, report ERDD-03.

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Table A-8

High School GPA of OSSHE First-Time Freshmen by Racial/Ethnic Group and Gender: 1989 Compared to 1982

	UO		OSU		PSU		WOSC		SOSC	
	1982	1989	1982	1989	1982	1989	1982	1989	1982	1989
African American										
Men	2.80	2.74	2.48	2.72	2.54	2.89	—	—	—	—
Women	2.77	2.95	2.75	2.78	2.66	2.84	—	3.26	—	—
Total	2.78	2.84	2.56	2.75	2.59	2.87	—	3.12	—	—
Number	33	41	42	34	14	19	2	5	1	2
American Indian/AK Native										
Men	2.95	3.04	2.84	3.16	2.73	3.28	—	2.94	2.75	3.42
Women	2.67	3.43	2.97	3.22	2.88	3.05	—	3.27	—	2.89
Total	2.87	3.30	2.89	3.19	2.77	3.12	—	3.09	2.98	3.12
Number	12	21	19	27	7	14	0	9	7	9
Asian/Pacific Islander										
Men	3.23	3.37	3.34	3.19	3.09	3.00	—	2.83	—	2.43
Women	3.35	3.41	3.35	3.38	3.11	3.25	—	3.40	—	3.08
Total	3.29	3.39	3.35	3.26	3.10	3.14	—	3.28	3.06	2.80
Number	71	164	145	176	89	98	1	15	4	30
Hispanic/Latino										
Men	2.90	3.27	3.11	2.99	3.15	2.90	—	2.81	—	2.74
Women	2.97	3.25	2.98	2.87	2.93	2.99	—	3.14	3.11	2.94
Total	2.93	3.26	3.06	2.94	3.04	2.95	—	3.02	2.78	2.87
Number	20	59	46	70	8	27	1	17	7	25
Minority Subtotal										
Men	3.05	3.21	3.09	3.10	3.00	2.99	2.76	2.84	2.53	2.70
Women	3.10	3.32	3.18	3.17	3.04	3.15	2.70	3.27	3.14	2.99
Total	3.08	3.28	3.13	3.13	3.02	3.08	2.75	3.12	2.87	2.87
Number	136	285	252	307	118	158	4	46	19	66
White										
Men	3.12	3.34	3.26	3.21	2.93	2.95	2.88	2.97	2.84	2.89
Women	3.28	3.43	3.36	3.32	3.12	3.11	3.16	3.19	2.99	3.06
Total	3.21	3.39	3.30	3.26	3.02	3.04	3.06	3.11	2.92	2.98
Number	1,445	1,562	2,197	2,059	652	574	265	592	679	781
All New Freshmen *										
Men	3.12	3.31	3.24	3.19	2.94	2.94	2.88	2.96	2.83	2.89
Women	3.27	3.41	3.34	3.30	3.11	3.12	3.15	3.19	2.99	3.05
Total	3.20	3.37	3.29	3.24	3.02	3.04	3.05	3.10	2.91	2.98
Number	1,778	2,041	2,495	2,631	828	889	275	664	699	923

* All new Freshmen includes nonresident aliens and other unknowns.

Note: Performance data are not shown when the number of individuals is three or fewer.

Source: OSSHE Academic Affairs/Institutional Research Services, Academic Performance Report data, 1982-83 and 1989-90.

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Table A-8 (cont'd)

High School GPA of OSSHE First-Time Freshmen by Racial/Ethnic Group and Gender: 1989 Compared to 1982 (continued)

	EOSC		OIT		7 INSTITUTION TOTAL	
	1982	1989	1982	1989	1982	1989
African American						
Men	—	—	2.44	2.09	2.56	2.69
Women	—	—	—	—	2.72	2.91
Total	—	—	2.36	2.33	2.63	2.80
Number	0	2	7	9	99	112
American Indian/AK Native						
Men	—	—	2.46	2.38	2.74	2.95
Women	—	—	2.60	2.45	2.86	3.19
Total	2.69	3.09	2.54	2.39	2.79	3.08
Number	5	6	23	21	73	107
Asian/Pacific Islander						
Men	—	2.84	2.55	2.67	3.21	3.13
Women	—	3.03	—	3.03	3.27	3.33
Total	3.06	2.94	2.81	2.75	3.24	3.23
Number	4	16	9	20	323	519
Hispanic/Latino						
Men	3.03	—	2.50	2.78	2.92	2.98
Women	—	2.94	3.50	3.08	3.07	3.07
Total	3.12	2.95	2.86	2.90	2.98	3.03
Number	6	9	11	23	99	230
Minority Subtotal						
Men	2.90	2.86	2.49	2.54	2.98	3.03
Women	3.26	3.05	2.86	2.96	3.11	3.20
Total	2.96	2.96	2.63	2.65	3.04	3.12
Number	15	33	50	73	594	968
White						
Men	2.85	2.96	2.87	2.89	3.07	3.13
Women	3.11	3.18	3.03	2.89	3.22	3.26
Total	2.99	3.07	2.92	2.89	3.15	3.20
Number	307	340	614	439	6,159	6,347
All New Freshmen *						
Men	2.87	2.94	2.85	2.83	3.07	3.11
Women	3.10	3.15	3.03	2.90	3.21	3.25
Total	2.99	3.05	2.91	2.86	3.14	3.18
Number	336	422	661	518	7,072	8,088

* All new Freshmen includes nonresident aliens and other unknowns.

Note: Performance data are not shown when the number of individuals is three or fewer.

Source: OSSHE Academic Affairs/Institutional Research Services, Academic Performance Report data, 1982-83 and 1989-90.

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Table A-9

Math and Verbal SAT Scores of OSSHE Entering Freshmen by Racial/Ethnic Group: 1989 Compared to 1982

	UO			OSU			PSU			WOSC			SOSC		
	Math	Verbal	Number	Math	Verbal	Number	Math	Verbal	Number	Math	Verbal	Number	Math	Verbal	Number
African American															
1982	391	379	*33*	358	330	*42*	383	398	*14*	—	—	*2*	—	—	*1*
1989	452	441	*41*	403	369	*34*	426	392	*19*	403	440	*5*	—	—	*2*
American Indian/AK Native															
1982	477	443	*12*	460	429	*19*	385	460	*7*	—	—	*0*	503	460	*7*
1989	495	474	*21*	474	444	*27*	463	440	*14*	426	444	*9*	483	469	*9*
Asian/Pacific Islander															
1982	533	438	*71*	535	382	*145*	438	285	*89*	—	—	*1*	480	410	*4*
1989	540	456	*164*	525	392	*176*	421	317	*98*	478	449	*15*	456	410	*30*
Hispanic/Latino															
1982	471	434	*20*	476	404	*46*	420	490	*8*	—	—	*1*	403	427	*7*
1989	509	458	*59*	428	378	*70*	448	401	*27*	442	384	*17*	444	437	*25*
Minority Subtotal															
1982	484	424	*136*	489	381	*252*	427	323	*118*	430	433	*4*	456	436	*19*
1989	518	456	*285*	492	393	*307*	429	350	*158*	447	421	*46*	453	422	*66*
White															
1982	497	476	*1,445*	519	464	*2,197*	457	422	*652*	429	403	*265*	449	440	*679*
1989	531	497	*1,562*	514	453	*2,059*	474	437	*574*	454	419	*592*	463	446	*781*
All New Freshmen *															
1982	498	471	*1,778*	517	456	*2,495*	453	399	*828*	429	403	*275*	449	440	*699*
1989	529	491	*2,041*	511	446	*2,631*	469	420	*889*	453	418	*664*	463	444	*923*

* All new Freshmen includes nonresident aliens and other unknowns.

Notes: (1) OSSHE data include high school graduates from Oregon and out-of-state high schools.

(2) Performance data are not shown when the number of individuals is three or fewer.

Sources: (1) OSSHE Academic Affairs/Institutional Research Services, Academic Performance Report data, 1982-83 and 1989-90.

(2) College Board, College-Bound Seniors, 1982 and 1989 (for all Oregon and All U.S.).

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Table A-9 (cont'd)

Math and Verbal SAT Scores of OSSHE Entering Freshmen by Racial/Ethnic Group: 1989 Compared to 1982 (continued)

	EOSC			OIT			Total OSSHE			All Oregon			All U.S.		
	Math	Verbal	Number	Math	Verbal	Number	Math	Verbal	Number	Math	Verbal	Number	Math	Verbal	Number
African American															
1982	—	—	*0*	308	330	*7*	371	358	*99*	NA	NA		NA	NA	NA
1989	—	—	*2*	580	480	*9*	427	402	*112*	417	386	*175*	386	351	*96,615*
American Indian/AK Native															
1982	390	310	*5*	422	428	*23*	449	425	*73*	NA	NA		NA	NA	NA
1989	422	407	*6*	455	433	*21*	471	450	*107*	437	399	*357*	428	384	*18,005*
Asian/Pacific Islander															
1982	390	428	*4*	507	356	*9*	512	377	*323*	NA	NA		NA	NA	NA
1989	436	356	*16*	410	320	*20*	501	400	*519*	497	403	*709*	525	409	*68,254*
Hispanic/Latino															
1982	353	377	*6*	400	349	*11*	443	410	*99*	NA	NA		NA	NA	NA
1989	388	359	*9*	465	485	*23*	461	418	*230*	346	402	*271*	427	380	*57,864*
Minority Subtotal															
1982	375	368	*15*	417	384	*50*	469	385	*594*	NA	NA		NA	NA	NA
1989	411	360	*33*	451	411	*73*	482	409	*968*	447	400	*1,512*	438	377	*240,738*
White															
1982	416	399	*307*	463	417	*614*	488	452	*6,159*	NA	NA		NA	NA	NA
1989	432	407	*340*	478	425	*439*	497	456	*6,347*	488	449	*11,478*	491	446	*752,257*
All New Freshmen *															
1982	414	399	*336*	461	415	*661*	488	447	*7,072*	473	435	*12,708*	467	426	*988,270*
1989	427	402	*422*	475	424	*518*	495	450	*8,088*	484	443	*13,864*	476	427	*1,088,223*

* All new Freshmen includes nonresident aliens and other unknowns.

Notes: (1) OSSHE data include high school graduates from Oregon and out-of-state high schools.

(2) Performance data are not shown when the number of individuals is three or fewer.

Sources: (1) OSSHE Academic Affairs/Institutional Research Services, Academic Performance Report data, 1982-83 and 1989-90.

(2) College Board, College-Bound Seniors, 1982 and 1989 (for all Oregon and All U.S.).

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Table A-10

Freshman Year GPA for OSSHE First-Time Freshmen by Subject Area, Racial/Ethnic Group and Gender: 1989-90

SEVEN INSTITUTION TOTAL

	Arts and Letters	English Composition	Foreign Language	Math	Science	Social Science	Total
African American (N=112)							
Men	2.20	2.72	3.06	1.59	1.68	2.09	2.18
Women	2.46	2.86	3.08	1.83	1.66	1.99	2.32
Total	2.36	2.79	3.07	1.71	1.67	2.04	2.25
American Indian/AK Native (N=107)							
Men	2.75	2.24	2.92	2.20	2.23	1.86	2.23
Women	2.52	2.79	3.06	2.02	2.13	2.39	2.52
Total	2.63	2.51	3.03	2.12	2.18	2.18	2.39
Asian/Pacific Islander (N=519)							
Men	2.75	2.87	2.95	2.39	2.47	2.39	2.51
Women	3.01	3.04	3.47	2.59	2.43	2.58	2.77
Total	2.89	2.96	3.32	2.48	2.45	2.50	2.64
Hispanic/Latino (N=230)							
Men	2.54	2.87	3.19	2.51	2.32	2.36	2.59
Women	2.71	3.06	3.06	2.55	2.31	2.41	2.62
Total	2.64	2.97	3.11	2.53	2.31	2.39	2.61
Minority Subtotal (N=968)							
Men	2.65	2.78	3.04	2.33	2.37	2.29	2.46
Women	2.82	3.00	3.28	2.47	2.32	2.46	2.66
Total	2.75	2.90	3.21	2.40	2.34	2.38	2.56
White (N=6,347)							
Men	2.80	2.90	2.98	2.36	2.45	2.52	2.60
Women	2.98	3.08	3.25	2.46	2.34	2.54	2.73
Total	2.90	3.00	3.17	2.40	2.40	2.53	2.67
All New Freshmen (N=8,088) *							
Men	2.79	2.88	2.99	2.38	2.45	2.49	2.59
Women	2.97	3.07	3.24	2.48	2.34	2.53	2.73
Total	2.89	2.98	3.17	2.43	2.40	2.51	2.66

* All new Freshmen includes nonresident aliens and other unknowns.

Note: Performance data are not shown when the number of individuals is three or fewer.

Source: OSSHE Academic Affairs/Institutional Research Services, Academic Performance Report, 1989-90.

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Table A-11

Freshman Year Enrollment and GPA in Mathematics Courses by Racial/Ethnic Group and Gender: 1989-90

SEVEN INSTITUTION TOTAL

	Intermediate Algebra		College Algebra		Trigonometry		Pre-Calculus		Calculus	
	Enrlmt	GPA	Enrlmt	GPA	Enrlmt	GPA	Enrlmt	GPA	Enrlmt	GPA
African American										
Men	22	1.12	30	1.85	3	—	2	—	22	1.88
Women	19	2.06	44	1.56	4	2.50	3	—	4	2.50
Total	41	1.55	74	1.69	7	2.00	5	1.75	26	2.00
American Indian/Alaskan Native										
Men	13	2.59	27	1.90	4	2.25	5	1.00	29	2.67
Women	18	2.09	32	2.07	1	—	1	—	16	2.33
Total	31	2.34	59	1.97	5	2.40	6	1.00	45	2.54
Asian/Pacific Islander										
Men	30	2.56	145	2.21	32	2.47	29	2.44	424	2.45
Women	42	2.16	145	2.61	36	2.59	37	2.23	259	2.58
Total	72	2.30	290	2.40	68	2.53	66	2.32	683	2.50
Hispanic/Latino										
Men	35	1.98	51	2.35	14	2.91	8	2.86	69	2.71
Women	35	2.66	51	2.38	8	2.50	7	2.32	56	2.78
Total	70	2.33	102	2.37	22	2.77	15	2.60	125	2.74
Minority Subtotal										
Men	100	2.01	253	2.15	53	2.50	44	2.37	544	2.48
Women	114	2.29	272	2.35	49	2.59	48	2.20	335	2.61
Total	214	2.16	525	2.25	102	2.54	92	2.28	879	2.53
White										
Men	741	2.37	1,654	2.17	379	2.27	365	2.39	2,786	2.45
Women	903	2.35	1,663	2.31	247	2.51	188	2.56	1,235	2.68
Total	1,644	2.36	3,317	2.24	626	2.36	553	2.45	4,021	2.52
All New Freshmen *										
Men	904	2.33	2,106	2.20	456	2.32	459	2.42	3,739	2.48
Women	1,086	2.34	2,153	2.34	338	2.55	261	2.51	1,743	2.69
Total	1,990	2.34	4,259	2.27	794	2.41	720	2.45	5,482	2.55

* All new Freshmen includes nonresident aliens and other unknowns.

Source: OSSHE Academic Affairs/Institutional Research Services, Academic Performance Report, 1989-90.

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Table A-12

Minority Group Graduates by Degree Level and Institution
Selected Years 1980-81 through 1990-91

Institution and Degree Level		African American				American Indian/AK Native				Asian/Pacific Islander				Hispanic/Latino				Total			
		80-81	83-84	87-88	90-91	80-81	83-84	87-88	90-91	80-81	83-84	87-88	90-91	80-81	83-84	87-88	90-91	80-81	83-84	87-88	90-91
UO	Bachelors	12	21	18	25	18	12	14	17	68	112	108	128	25	20	40	33	123	165	180	203
	Masters	2	0	3	1	6	2	8	8	14	30	16	21	9	11	3	8	31	43	30	38
	Doctoral*	5	1	2	6	5	3	3	3	12	10	15	15	6	8	2	4	28	22	22	28
OSU	Bachelors	9	15	16	25	45	44	56	41	60	127	113	141	9	15	32	28	123	201	217	235
	Masters	6	2	0	5	8	3	4	2	17	16	11	17	4	1	10	4	35	22	25	28
	Doctoral*	10	0	0	0	6	2	0	3	15	2	7	6	5	0	1	0	36	4	8	9
PSU	Bachelors	21	24	21	36	9	9	8	15	56	44	103	118	16	13	18	30	102	90	150	199
	Masters	10	8	5	4	4	1	2	7	19	16	17	9	4	5	3	4	37	30	27	24
	Doctoral	0	2	3	0	0	0	1	0	0	0	1	1	0	0	0	0	0	2	5	1
WOSC	Bachelors	8	0	2	1	4	3	5	0	13	8	2	29	5	6	2	9	30	17	11	39
	Masters	0	0	0	0	0	0	0	0	0	0	0	7	0	0	0	1	0	0	0	8
SOSC	Bachelors	2	2	2	2	1	1	6	9	5	5	4	8	2	12	4	8	10	20	16	27
	Masters	0	0	0	0	0	0	1	0	0	0	1	1	1	0	0	0	1	0	2	1
EOSC	Bachelors	1	2	1	2	1	2	3	3	4	19	1	9	3	3	2	6	9	26	7	20
	Masters		0	0	0	0	0	1	0	0	1	1	1	0	0	0	0	0	1	2	1
OIT	Bachelors	1	0	1	5	1	0	3	4	2	0	12	16	0	0	6	2	4	0	22	27
OHSU	Bachelors	1	2	3	1	1	0	1	0	7	5	7	10	0	1	0	3	9	8	11	14
	Masters	0	0	1	1	0	0	0	0	0	1	0	5	0	2	0	1	0	3	1	7
	Doctoral*	1	0	0	1	0	0	0	1	3	9	11	13	1	2	1	1	5	11	12	16
Subtotal	Bachelors	55	66	64	97	80	71	96	89	215	320	350	459	60	70	104	119	410	527	614	764
	Masters	18	10	9	11	18	6	16	17	50	64	46	61	18	19	16	18	104	99	87	107
	Doctoral*	16	3	5	7	11	5	4	7	30	21	34	35	12	10	4	5	69	39	47	54
Total		89	79	78	115	109	82	116	113	295	405	430	555	90	99	124	142	583	665	748	925

* Includes First Professional Degree.

Source: Institution HEGIS/IPEDS Degrees Granted Reports (1980-81 and 1983-84) and OSSHE IRS HEGIS Completion Reports (1987-88 and 1990-91).

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Table A-13

OSSHE Bachelors Degrees Awarded in Selected Fields by Racial/Ethnic Group: 1990-91 Compared to 1980-81
(Within Groups)

	African American		American Indian/ AK Native		Asian/ Pac. Is.		Hispanic/ Latino	
	N	%	N	%	N	%	N	%
Ag/Forestry								
1980-81	1	1.8%	7	8.8%	8	3.7%	1	1.7%
1990-91	0	0.0%	2	2.2%	5	1.1%	0	0.0%
Architecture								
1980-81	1	1.8%	1	1.3%	6	2.8%	0	—
1990-91	0	—	1	1.1%	9	2.0%	1	0.8%
Biological Sciences								
1980-81	0	—	5	6.3%	19	8.8%	4	6.7%
1990-91	2	2.1%	1	1.1%	22	4.8%	2	1.7%
Business								
1980-81	15	27.3%	13	16.3%	48	22.3%	15	25.0%
1990-91	13	13.4%	14	15.7%	90	19.6%	19	16.0%
Comm/Journalism								
1980-81	0	—	3	3.8%	8	3.7%	2	3.3%
1990-91	1	1.0%	3	3.4%	6	1.3%	3	2.5%
Computer Science								
1980-81	0	—	1	1.3%	9	4.2%	0	—
1990-91	0	—	2	2.2%	30	6.5%	0	—
Education								
1980-81	7	12.7%	8	10.0%	20	9.3%	12	20.0%
1990-91	6	6.2%	12	13.5%	18	3.9%	14	11.8%
Engineering/Eng Tech								
1980-81	0	—	7	8.8%	27	12.6%	2	3.3%
1990-91	5	5.2%	3	3.4%	76	16.6%	5	4.2%
Health Sciences								
1980-81	2	3.6%	4	5.0%	13	6.0%	0	—
1990-91	1	1.0%	2	2.2%	24	5.2%	8	6.7%
Humanities/Fine Arts								
1980-81	3	5.5%	6	7.5%	17	7.9%	2	3.3%
1990-91	10	10.3%	16	18.0%	42	9.2%	18	15.1%
Math								
1980-81	0	—	0	—	3	1.4%	1	1.7%
1990-91	0	—	0	—	8	1.7%	1	0.8%
Physical Sciences								
1980-81	1	1.8%	1	1.3%	2	0.9%	0	—
1990-91	0	—	2	2.2%	7	1.5%	1	0.8%
Social Sciences								
1980-81	10	18.2%	16	20.0%	19	8.8%	14	23.3%
1990-91	29	29.9%	17	19.1%	74	16.1%	29	24.4%
All Other								
1980-81	15	27.3%	8	10.0%	16	7.4%	7	11.7%
1990-91	30	30.9%	14	15.7%	48	10.5%	18	15.1%
Total								
1980-81	55	100.0%	80	100.0%	215	100.0%	60	100.0%
1990-91	97	100.0%	89	100.0%	459	100.0%	119	100.0%

Source: IPEDS/HEGIS Completions reports.

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Table A-13 (cont'd)

OSSHE Bachelors Degrees Awarded in Selected Fields by Racial/Ethnic Group: 1990-91 Compared to 1980-81
(Within Groups)
(continued)

	Minority Subtotal		White		Nonresident Alien		Unknown/ Dcl to Rspd		Total	
	N	%	N	%	N	%	N	%	N	%
Ag/Forestry										
1980-81	17	4.1%	490	7.3%	2	0.7%	0	---	509	6.8%
1990-91	7	0.9%	328	4.2%	9	2.0%	33	4.3%	377	3.9%
Architecture										
1980-81	8	2.0%	98	1.5%	11	3.7%	8	7.1%	125	1.7%
1990-91	11	1.4%	88	1.1%	7	1.6%	9	1.2%	115	1.2%
Biological Sciences										
1980-81	28	6.8%	262	3.9%	9	3.1%	7	6.3%	306	4.1%
1990-91	27	3.5%	196	2.5%	6	1.3%	20	2.6%	249	2.6%
Business										
1980-81	91	22.2%	1,357	20.3%	60	20.3%	13	11.6%	1,521	20.2%
1990-91	136	17.8%	1,346	17.4%	152	33.9%	145	19.1%	1,779	18.3%
Comm/Journalism										
1980-81	13	3.2%	218	3.3%	4	1.4%	8	7.1%	243	3.2%
1990-91	13	1.7%	266	3.4%	3	0.7%	25	3.3%	307	3.2%
Computer Science										
1980-81	10	2.4%	103	1.5%	14	4.7%	5	4.5%	132	1.8%
1990-91	32	4.2%	139	1.8%	61	13.6%	10	1.3%	242	2.5%
Education										
1980-81	47	11.5%	941	14.0%	25	8.5%	4	3.6%	1,017	13.5%
1990-91	50	6.5%	829	10.7%	12	2.7%	66	8.7%	957	9.8%
Engineering/Eng Tech										
1980-81	36	8.8%	610	9.1%	23	7.8%	0	---	669	8.9%
1990-91	89	11.6%	529	6.8%	63	14.0%	39	5.1%	720	7.4%
Health Sciences										
1980-81	19	4.6%	308	4.6%	1	0.3%	0	---	328	4.4%
1990-91	35	4.6%	341	4.4%	9	2.0%	9	1.2%	394	4.1%
Humanities/Fine Arts										
1980-81	28	6.8%	621	9.3%	18	6.1%	4	3.6%	671	8.9%
1990-91	86	11.3%	1,010	13.0%	36	8.0%	131	17.2%	1,263	13.0%
Math										
1980-81	4	1.0%	43	0.6%	8	2.7%	1	0.9%	56	0.7%
1990-91	9	1.2%	68	0.9%	6	1.3%	8	1.1%	91	0.9%
Physical Sciences										
1980-81	4	1.0%	147	2.2%	7	2.4%	5	4.5%	163	2.2%
1990-91	10	1.3%	91	1.2%	9	2.0%	12	1.6%	122	1.3%
Social Sciences										
1980-81	59	14.4%	952	14.2%	62	21.0%	40	35.7%	1,113	14.8%
1990-91	149	19.5%	1,661	21.4%	59	13.1%	174	22.9%	2,043	21.0%
All Other										
1980-81	46	11.2%	551	8.2%	51	17.3%	17	15.2%	665	8.8%
1990-91	110	14.4%	856	11.0%	17	3.8%	80	10.5%	1,063	10.9%
Total										
1980-81	410	100.0%	6,701	100.0%	295	100.0%	112	100.0%	7,518	100.0%
1990-91	764	100.0%	7,748	100.0%	449	100.0%	761	100.0%	9,722	100.0%

Source: IPEDS/HEGIS Completions reports.

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Table A-14

OSSHE Bachelors Degrees Awarded in Selected Fields by Racial/Ethnic Group: 1990-91 Compared to 1980-81
(Between Groups)

	African American		American Indian/ AK Native		Asian/ Pac. Is.		Hispanic/ Latino	
	N	%	N	%	N	%	N	%
Ag/Forestry								
1980-81	1	0.2%	7	1.4%	8	1.6%	1	0.2%
1990-91	0	0.0%	2	0.5%	5	1.3%	0	0.0%
Architecture								
1980-81	1	0.8%	1	0.8%	6	4.8%	0	—
1990-91	0	—	1	0.9%	9	7.8%	1	0.9%
Biological Sciences								
1980-81	0	—	5	1.6%	19	6.2%	4	1.3%
1990-91	2	0.8%	1	0.4%	22	8.8%	2	0.8%
Business								
1980-81	15	1.0%	13	0.9%	48	3.2%	15	1.0%
1990-91	13	0.7%	14	0.8%	90	5.1%	19	1.1%
Comm/Journalism								
1980-81	0	—	3	1.2%	8	3.3%	2	0.8%
1990-91	1	0.3%	3	1.0%	6	2.0%	3	1.0%
Computer Science								
1980-81	0	—	1	0.8%	9	6.8%	0	—
1990-91	0	—	2	0.8%	30	12.4%	0	—
Education								
1980-81	7	0.7%	8	0.8%	20	2.0%	12	1.2%
1990-91	6	0.6%	12	1.3%	18	1.9%	14	1.5%
Engineering/Eng Tech								
1980-81	0	—	7	1.0%	27	4.0%	2	0.3%
1990-91	5	0.7%	3	0.4%	76	10.6%	5	0.7%
Health Sciences								
1980-81	2	0.6%	4	1.2%	13	4.0%	0	—
1990-91	1	0.3%	2	0.5%	24	6.1%	8	2.0%
Humanities/Fine Arts								
1980-81	3	0.4%	6	0.9%	17	2.5%	2	0.3%
1990-91	10	0.8%	16	1.3%	42	3.3%	18	1.4%
Math								
1980-81	0	—	0	—	3	5.4%	1	1.8%
1990-91	0	—	0	—	8	8.8%	1	1.1%
Physical Sciences								
1980-81	1	0.6%	1	0.6%	2	1.2%	0	—
1990-91	0	—	2	1.6%	7	5.7%	1	0.8%
Social Sciences								
1980-81	10	0.9%	16	1.4%	19	1.7%	14	1.3%
1990-91	29	1.4%	17	0.8%	74	3.6%	29	1.4%
All Other								
1980-81	15	2.3%	8	1.2%	16	2.4%	7	1.1%
1990-91	30	2.8%	14	1.3%	48	4.5%	18	1.7%
Total								
1980-81	55	0.7%	80	1.1%	215	2.9%	60	0.8%
1990-91	97	1.0%	89	0.9%	459	4.7%	119	1.2%

Source: IPEDS/HEGIS Completions reports.

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Table A-14 (cont'd)

OSSHE Bachelors Degrees Awarded in Selected Fields by Racial/Ethnic Group: 1990-91 Compared to 1980-81

(Between Groups)

(continued)

	Minority Subtotal		White		Nonresident Alien		Unknown/ Dcl to Rspd		Total	
	N	%	N	%	N	%	N	%	N	%
Ag/Forestry										
1980-81	17	3.3%	490	96.3%	2	0.4%	0	---	509	100.0%
1990-91	7	1.9%	328	87.0%	9	2.4%	33	8.8%	377	100.0%
Architecture										
1980-81	8	6.4%	98	78.4%	11	8.8%	8	6.4%	125	100.0%
1990-91	11	9.6%	88	76.5%	7	6.1%	9	7.8%	115	100.0%
Biological Sciences										
1980-81	28	9.2%	262	85.6%	9	2.9%	7	2.3%	306	100.0%
1990-91	27	10.8%	196	78.7%	6	2.4%	20	8.0%	249	100.0%
Business										
1980-81	91	6.0%	1,357	89.2%	60	3.9%	13	0.9%	1,521	100.0%
1990-91	136	7.6%	1,346	75.7%	152	8.5%	145	8.2%	1,779	100.0%
Comm/Journalism										
1980-81	13	5.3%	218	89.7%	4	1.6%	8	3.3%	243	100.0%
1990-91	13	4.2%	266	86.6%	3	1.0%	25	8.1%	307	100.0%
Computer Science										
1980-81	10	7.6%	103	78.0%	14	10.6%	5	3.8%	132	100.0%
1990-91	32	13.2%	139	57.4%	61	25.2%	10	4.1%	242	100.0%
Education										
1980-81	47	4.6%	941	92.5%	25	2.5%	4	0.4%	1,017	100.0%
1990-91	50	5.2%	829	86.6%	12	1.3%	66	6.9%	957	100.0%
Engineering/Eng Tech										
1980-81	36	5.4%	610	91.2%	23	3.4%	0	---	669	100.0%
1990-91	89	12.4%	529	73.5%	63	8.8%	39	5.4%	720	100.0%
Health Sciences										
1980-81	19	5.8%	308	93.9%	1	0.3%	0	---	328	100.0%
1990-91	35	8.9%	341	86.5%	9	2.3%	9	2.3%	394	100.0%
Humanities/Fine Arts										
1980-81	28	4.2%	621	92.5%	18	2.7%	4	0.6%	671	100.0%
1990-91	86	6.8%	1,010	80.0%	36	2.9%	131	10.4%	1,263	100.0%
Math										
1980-81	4	7.1%	43	76.8%	8	14.3%	1	1.8%	56	100.0%
1990-91	9	9.9%	68	74.7%	6	6.6%	8	8.8%	91	100.0%
Physical Sciences										
1980-81	4	2.5%	147	90.2%	7	4.3%	5	3.1%	163	100.0%
1990-91	10	8.2%	91	74.6%	9	7.4%	12	9.8%	122	100.0%
Social Sciences										
1980-81	59	5.3%	952	85.5%	62	5.6%	40	3.6%	1,113	100.0%
1990-91	149	7.3%	1,661	81.3%	59	2.9%	174	8.5%	2,043	100.0%
All Other										
1980-81	46	6.9%	551	82.9%	51	7.7%	17	2.6%	665	100.0%
1990-91	110	10.3%	856	80.5%	17	1.6%	80	7.5%	1,063	100.0%
Total										
1980-81	410	5.5%	6,701	89.1%	295	3.9%	112	1.5%	7,518	100.0%
1990-91	764	7.9%	7,748	79.7%	449	4.6%	761	7.8%	9,722	100.0%

Source: IPEDS/HEGIS Completions reports.

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Table A-15

OSSHE Masters Degrees Awarded in Selected Fields by Racial/Ethnic Group: 1990-91 Compared to 1980-81
(Within Groups)

	African American		American Indian/ AK Native		Asian/ Pac. Is.		Hispanic/ Latino	
	N	%	N	%	N	%	N	%
Ag/Forestry								
1980-81	1	5.6%	1	5.6%	3	6.0%	1	5.6%
1990-91	0	0.0%	1	5.9%	0	—	0	—
Architecture								
1980-81	1	5.6%	1	5.6%	0	—	0	—
1990-91	0	—	2	11.8%	1	1.6%	1	5.6%
Biological Sciences								
1980-81	1	5.6%	1	5.6%	3	6.0%	0	—
1990-91	0	—	0	—	0	—	2	11.1%
Business								
1980-81	0	—	0	—	5	10.0%	1	5.6%
1990-91	3	27.3%	0	—	11	18.0%	2	11.1%
Comm/Journalism								
1980-81	0	—	0	—	0	—	0	—
1990-91	0	—	0	—	0	—	0	—
Computer Science								
1980-81	0	—	0	—	3	6.0%	0	—
1990-91	0	—	0	—	4	6.6%	0	—
Education								
1980-81	4	22.2%	6	33.3%	20	40.0%	8	44.4%
1990-91	4	36.4%	4	23.5%	18	29.5%	5	27.8%
Engineering/Eng Tech								
1980-81	1	5.6%	0	—	5	10.0%	0	—
1990-91	0	—	1	5.9%	6	9.8%	0	—
Health Sciences								
1980-81	1	5.6%	0	—	0	—	0	—
1990-91	1	9.1%	0	—	5	8.2%	1	5.6%
Humanities/Fine Arts								
1980-81	2	11.1%	1	5.6%	4	8.0%	3	16.7%
1990-91	0	—	0	—	0	—	3	16.7%
Math								
1980-81	1	5.6%	0	—	1	2.0%	0	—
1990-91	0	—	1	5.9%	0	—	0	—
Physical Sciences								
1980-81	0	—	2	11.1%	0	—	1	5.6%
1990-91	0	—	1	5.9%	2	3.3%	0	—
Social Sciences								
1980-81	0	—	0	—	3	6.0%	1	5.6%
1990-91	0	—	1	5.9%	5	8.2%	3	16.7%
All Other								
1980-81	6	33.3%	6	33.3%	3	6.0%	3	16.7%
1990-91	3	27.3%	6	35.3%	9	14.8%	1	5.6%
Total								
1980-81	18	100.0%	18	100.0%	50	100.0%	18	100.0%
1990-91	11	100.0%	17	100.0%	61	100.0%	18	100.0%

Source: IPEDS/HEGIS Completions reports.

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Table A-15 (cont'd)

OSSHE Masters Degrees Awarded in Selected Fields by Racial/Ethnic Group: 1990-91 Compared to 1980-81
(Within Groups)
(continued)

	Minority Subtotal		White		Nonresident Alien		Unknown/ Dcl to Rspd		Total	
	N	%	N	%	N	%	N	%	N	%
Ag/Forestry										
1980-81	6	5.8%	115	6.3%	29	9.4%	0	—	150	6.1%
1990-91	1	0.9%	61	3.5%	52	13.1%	2	0.8%	116	4.6%
Architecture										
1980-81	2	1.9%	52	2.9%	12	3.9%	3	1.3%	69	2.8%
1990-91	4	3.7%	49	2.8%	9	2.3%	9	3.4%	71	2.8%
Biological Sciences										
1980-81	5	4.8%	52	2.9%	1	0.3%	0	—	58	2.4%
1990-91	2	1.9%	21	1.2%	5	1.3%	4	1.5%	32	1.3%
Business										
1980-81	6	5.8%	213	11.7%	18	5.8%	4	1.7%	241	9.8%
1990-91	16	15.0%	207	11.8%	75	18.8%	45	17.0%	343	13.6%
Comm/Journalism										
1980-81	0	—	26	1.4%	3	1.0%	2	0.9%	31	1.3%
1990-91	0	—	11	0.6%	2	0.5%	1	0.4%	14	0.6%
Computer Science										
1980-81	3	2.9%	10	0.5%	10	3.2%	0	—	23	0.9%
1990-91	4	3.7%	17	1.0%	16	4.0%	4	1.5%	41	1.6%
Education										
1980-81	38	36.5%	729	40.0%	106	34.2%	183	78.5%	1,056	42.8%
1990-91	31	29.0%	745	42.5%	59	14.8%	112	42.3%	947	37.5%
Engineering/Eng Tech										
1980-81	6	5.8%	53	2.9%	34	11.0%	0	—	93	3.8%
1990-91	7	6.5%	52	3.0%	66	16.6%	4	1.5%	129	5.1%
Health Sciences										
1980-81	1	1.0%	28	1.5%	2	0.6%	0	—	31	1.3%
1990-91	7	6.5%	127	7.2%	5	1.3%	1	0.4%	140	5.6%
Humanities/Fine Arts										
1980-81	10	9.6%	118	6.5%	13	4.2%	4	1.7%	145	5.9%
1990-91	3	2.8%	116	6.6%	19	4.8%	20	7.5%	158	6.3%
Math										
1980-81	2	1.9%	29	1.6%	6	1.9%	1	0.4%	38	1.5%
1990-91	1	0.9%	31	1.8%	15	3.8%	6	2.3%	53	2.1%
Physical Sciences										
1980-81	3	2.9%	60	3.3%	24	7.7%	0	—	87	3.5%
1990-91	3	2.8%	42	2.4%	28	7.0%	1	0.4%	74	2.9%
Social Sciences										
1980-81	4	3.8%	94	5.2%	27	8.7%	25	10.7%	150	6.1%
1990-91	9	8.4%	91	5.2%	27	6.8%	21	7.9%	148	5.9%
All Other										
1980-81	18	17.3%	242	13.3%	25	8.1%	11	4.7%	296	12.0%
1990-91	19	17.8%	182	10.4%	20	5.0%	35	13.2%	256	10.2%
Total										
1980-81	104	100.0%	1,821	100.0%	310	100.0%	233	100.0%	2,468	100.0%
1990-91	107	100.0%	1,752	100.0%	398	100.0%	265	100.0%	2,522	100.0%

Source: IPEDS/HEGIS Completions reports.

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Table A-16

OSSHE Masters Degrees Awarded in Selected Fields by Racial/Ethnic Group: 1990-91 Compared to 1980-81
(Between Groups)

	African American		American Indian/ AK Native		Asian/ Pac. Is.		Hispanic/ Latino	
	N	%	N	%	N	%	N	%
Ag/Forestry								
1980-81	1	0.7%	1	0.7%	3	2.0%	1	0.7%
1990-91	0	0.0%	1	0.9%	0	—	0	—
Architecture								
1980-81	1	1.4%	1	1.4%	0	—	0	—
1990-91	0	—	2	2.8%	1	1.4%	1	1.4%
Biological Sciences								
1980-81	1	1.7%	1	1.7%	3	5.2%	0	—
1990-91	0	—	0	—	0	—	2	6.3%
Business								
1980-81	0	—	0	—	5	2.1%	1	0.4%
1990-91	3	0.9%	0	—	11	3.2%	2	0.6%
Comm/Journalism								
1980-81	0	—	0	—	0	—	0	—
1990-91	0	—	0	—	0	—	0	—
Computer Science								
1980-81	0	—	0	—	3	13.0%	0	—
1990-91	0	—	0	—	4	9.8%	0	—
Education								
1980-81	4	0.4%	6	0.6%	20	1.9%	8	0.8%
1990-91	4	0.4%	4	0.4%	18	1.9%	5	0.5%
Engineering/Eng Tech								
1980-81	1	1.1%	0	—	5	5.4%	0	—
1990-91	0	—	1	0.8%	6	4.7%	0	—
Health Sciences								
1980-81	1	3.2%	0	—	0	—	0	—
1990-91	1	0.7%	0	—	5	3.6%	1	0.7%
Humanities/Fine Arts								
1980-81	2	1.4%	1	0.7%	4	2.8%	3	2.1%
1990-91	0	—	0	—	0	—	3	1.9%
Math								
1980-81	1	2.6%	0	—	1	2.6%	0	—
1990-91	0	—	1	1.9%	0	—	0	—
Physical Sciences								
1980-81	0	—	2	2.3%	0	—	1	1.1%
1990-91	0	—	1	1.4%	2	2.7%	0	—
Social Sciences								
1980-81	0	—	0	—	3	2.0%	1	0.7%
1990-91	0	—	1	0.7%	5	3.4%	3	2.0%
All Other								
1980-81	6	2.0%	6	2.0%	3	1.0%	3	1.0%
1990-91	3	1.2%	6	2.3%	9	3.5%	1	0.4%
Total								
1980-81	18	0.7%	18	0.7%	50	2.0%	18	0.7%
1990-91	11	0.4%	17	0.7%	61	2.4%	18	0.7%

Source: IPEDS/HEGIS Completions reports.

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Table A-16 (cont'd)

OSSHE Masters Degrees Awarded in Selected Fields by Racial/Ethnic Group: 1990-91 Compared to 1980-81

(Between Groups)

(continued)

	Minority Subtotal		White		Nonresident Alien		Unknown/ Del to Rspd		Total	
	N	%	N	%	N	%	N	%	N	%
Ag/Forestry										
1980-81	6	4.0%	115	76.7%	29	19.3%	0	—	150	100.0%
1990-91	1	0.9%	61	52.6%	52	44.8%	2	1.7%	116	100.0%
Architecture										
1980-81	2	2.9%	52	75.4%	12	17.4%	3	4.3%	69	100.0%
1990-91	4	5.6%	49	69.0%	9	12.7%	9	12.7%	71	100.0%
Biological Sciences										
1980-81	5	8.6%	52	89.7%	1	1.7%	0	—	58	100.0%
1990-91	2	6.3%	21	65.6%	5	15.6%	4	12.5%	32	100.0%
Business										
1980-81	6	2.5%	213	88.4%	18	7.5%	4	1.7%	241	100.0%
1990-91	16	4.7%	207	60.3%	75	21.9%	45	13.1%	343	100.0%
Comm/Journalism										
1980-81	0	—	26	83.9%	3	9.7%	2	6.5%	31	100.0%
1990-91	0	—	11	78.6%	2	14.3%	1	7.1%	14	100.0%
Computer Science										
1980-81	3	13.0%	10	43.5%	10	43.5%	0	—	23	100.0%
1990-91	4	9.8%	17	41.5%	16	39.0%	4	9.8%	41	100.0%
Education										
1980-81	38	3.6%	729	69.0%	106	10.0%	183	17.3%	1,056	100.0%
1990-91	31	3.3%	745	78.7%	59	6.2%	112	11.8%	947	100.0%
Engineering/Eng Tech										
1980-81	6	6.5%	53	57.0%	34	36.6%	0	—	93	100.0%
1990-91	7	5.4%	52	40.3%	66	51.2%	4	3.1%	129	100.0%
Health Sciences										
1980-81	1	3.2%	28	90.3%	2	6.5%	0	—	31	100.0%
1990-91	7	5.0%	127	90.7%	5	3.6%	1	0.7%	140	100.0%
Humanities/Fine Arts										
1980-81	10	6.9%	118	81.4%	13	9.0%	4	2.8%	145	100.0%
1990-91	3	1.9%	116	73.4%	19	12.0%	20	12.7%	158	100.0%
Math										
1980-81	2	5.3%	29	76.3%	6	15.8%	1	2.6%	38	100.0%
1990-91	1	1.9%	31	58.5%	15	28.3%	6	11.3%	53	100.0%
Physical Sciences										
1980-81	3	3.4%	60	69.0%	24	27.6%	0	—	87	100.0%
1990-91	3	4.1%	42	56.8%	28	37.8%	1	1.4%	74	100.0%
Social Sciences										
1980-81	4	2.7%	94	62.7%	27	18.0%	25	16.7%	150	100.0%
1990-91	9	6.1%	91	61.5%	27	18.2%	21	14.2%	148	100.0%
All Other										
1980-81	18	6.1%	242	81.8%	25	8.4%	11	3.7%	296	100.0%
1990-91	19	7.4%	182	71.1%	20	7.8%	35	13.7%	256	100.0%
Total										
1980-81	104	4.2%	1,821	73.8%	310	12.6%	233	9.4%	2,468	100.0%
1990-91	107	4.2%	1,752	69.5%	398	15.8%	265	10.5%	2,522	100.0%

Source: IPEDS/HEGIS Completions reports.

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Table A-17

OSSHE Doctoral Degrees Awarded in Selected Fields by Racial/Ethnic Group: 1990-91 Compared to 1980-81
(Within Groups)

	African American		American Indian/ AK Native		Asian/ Pac. Is.		Hispanic/ Latino	
	N	%	N	%	N	%	N	%
Ag/Forestry								
1980-81	2	15.4%	1	12.5%	2	9.5%	2	25.0%
1990-91	0	—	1	25.0%	0	—	0	—
Architecture								
1980-81	0	—	0	—	0	—	0	—
1990-91	0	—	0	—	0	—	0	—
Biological Sciences								
1980-81	0	—	1	12.5%	7	33.3%	2	25.0%
1990-91	0	—	0	—	1	9.1%	0	—
Business								
1980-81	0	—	0	—	0	—	0	—
1990-91	1	33.3%	0	—	1	9.1%	0	—
Comm/Journalism								
1980-81	0	—	0	—	0	—	0	—
1990-91	0	—	0	—	0	—	0	—
Computer Science								
1980-81	0	—	0	—	0	—	0	—
1990-91	0	—	0	—	0	—	0	—
Education								
1980-81	9	69.2%	4	50.0%	5	23.8%	4	50.0%
1990-91	0	—	0	—	2	18.2%	1	33.3%
Engineering/Eng Tech								
1980-81	0	—	1	12.5%	1	4.8%	0	—
1990-91	0	—	0	—	0	—	0	—
Health Sciences								
1980-81	0	—	0	—	0	—	0	—
1990-91	0	—	1	25.0%	3	27.3%	0	—
Humanities/Fine Arts								
1980-81	1	7.7%	0	—	0	—	0	—
1990-91	1	33.3%	0	—	1	9.1%	1	33.3%
Math								
1980-81	0	—	0	—	0	—	0	—
1990-91	0	—	0	—	0	—	0	—
Physical Sciences								
1980-81	0	—	0	—	2	9.5%	0	—
1990-91	0	—	1	25.0%	2	18.2%	0	—
Social Sciences								
1980-81	0	—	1	12.5%	1	4.8%	0	—
1990-91	1	33.3%	1	25.0%	0	—	0	—
All Other								
1980-81	1	—	0	—	3	14.3%	0	—
1990-91	0	—	0	—	1	9.1%	1	33.3%
Total								
1980-81	13	100.0%	8	100.0%	21	100.0%	8	100.0%
1990-91	3	100.0%	4	100.0%	11	100.0%	3	100.0%

Source: IPEDS/HEGIS Completions reports.

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Table A-17 (cont'd)

OSSHE Doctoral Degrees Awarded in Selected Fields by Racial/Ethnic Group: 1990-91 Compared to 1980-81

(Within Groups)

(continued)

	Minority Subtotal		White		Nonresident Alien		Unknown/ Dcl to Rspd		Total	
	N	%	N	%	N	%	N	%	N	%
Ag/Forestry										
1980-81	7	14.0%	24	9.8%	16	19.5%	0	—	47	12.1%
1990-91	1	4.8%	21	8.1%	23	19.7%	0	—	45	10.3%
Architecture										
1980-81	0	—	0	—	0	—	0	—	0	—
1990-91	0	—	0	—	0	—	0	—	0	—
Biological Sciences										
1980-81	10	20.0%	54	22.1%	4	4.9%	1	8.3%	69	17.8%
1990-91	1	4.8%	25	9.6%	9	7.7%	1	2.6%	36	8.3%
Business										
1980-81	0	—	6	2.5%	2	2.4%	0	—	8	2.1%
1990-91	2	9.5%	8	3.1%	0	—	1	2.6%	11	2.5%
Comm/Journalism										
1980-81	0	—	1	0.4%	0	—	0	—	1	0.3%
1990-91	0	—	0	—	0	—	1	2.6%	1	0.2%
Computer Science										
1980-81	0	—	0	—	0	—	0	—	0	—
1990-91	0	—	1	0.4%	3	2.6%	0	—	4	0.9%
Education										
1980-81	22	44.0%	61	25.0%	29	35.4%	3	25.0%	115	29.6%
1990-91	3	14.3%	91	35.0%	16	13.7%	13	34.2%	123	28.2%
Engineering/Eng Tech										
1980-81	2	4.0%	6	2.5%	7	8.5%	0	—	15	3.9%
1990-91	0	—	7	2.7%	23	19.7%	0	—	30	6.9%
Health Sciences										
1980-81	0	—	3	1.2%	0	—	0	—	3	0.8%
1990-91	4	19.0%	35	13.5%	2	1.7%	3	7.9%	44	10.1%
Humanities/Fine Arts										
1980-81	1	2.0%	19	7.8%	1	1.2%	4	33.3%	25	6.4%
1990-91	3	14.3%	17	6.5%	1	0.9%	5	13.2%	26	6.0%
Math										
1980-81	0	—	7	2.9%	5	6.1%	0	—	12	3.1%
1990-91	0	—	5	1.9%	1	0.9%	1	2.6%	7	1.6%
Physical Sciences										
1980-81	2	4.0%	15	6.1%	8	9.8%	1	8.3%	26	6.7%
1990-91	3	14.3%	23	8.8%	26	22.2%	4	10.5%	56	12.8%
Social Sciences										
1980-81	2	4.0%	35	14.3%	7	8.5%	3	25.0%	47	12.1%
1990-91	2	9.5%	23	8.8%	9	7.7%	7	18.4%	41	9.4%
All Other										
1980-81	4	8.0%	13	5.3%	3	3.7%	0	—	20	5.2%
1990-91	2	9.5%	4	1.5%	4	3.4%	2	5.3%	12	2.8%
Total										
1980-81	50	100.0%	244	100.0%	82	100.0%	12	100.0%	388	100.0%
1990-91	21	100.0%	260	100.0%	117	100.0%	38	100.0%	436	100.0%

Source: IPEDS/HEGIS Completions reports.

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Table A-18

OSSHE Doctoral Degrees Awarded in Selected Fields by Racial/Ethnic Group: 1990-91 Compared to 1980-81

(Between Groups)

	African American		American Indian/ AK Native		Asian/ Pac. Is.		Hispanic/ Latino	
	N	%	N	%	N	%	N	%
Ag/Forestry								
1980-81	2	4.3%	1	2.1%	2	4.3%	2	4.3%
1990-91	0	—	1	2.2%	0	—	0	—
Architecture								
1980-81	0	—	0	—	0	—	0	—
1990-91	0	—	0	—	0	—	0	—
Biological Sciences								
1980-81	0	—	1	1.4%	7	10.1%	2	2.9%
1990-91	0	—	0	—	1	2.8%	0	—
Business								
1980-81	0	—	0	—	0	—	0	—
1990-91	1	9.1%	0	—	1	9.1%	0	—
Comm/Journalism								
1980-81	0	—	0	—	0	—	0	—
1990-91	0	—	0	—	0	—	0	—
Computer Science								
1980-81	0	—	0	—	0	—	0	—
1990-91	0	—	0	—	0	—	0	—
Education								
1980-81	9	7.8%	4	3.5%	5	4.3%	4	3.5%
1990-91	0	—	0	—	2	1.6%	1	0.8%
Engineering/Eng Tech								
1980-81	0	—	1	6.7%	1	6.7%	0	—
1990-91	0	—	0	—	0	—	0	—
Health Sciences								
1980-81	0	—	0	—	0	—	0	—
1990-91	0	—	1	2.3%	3	6.8%	0	—
Humanities/Fine Arts								
1980-81	1	4.0%	0	—	0	—	0	—
1990-91	1	3.8%	0	—	1	3.8%	1	3.8%
Math								
1980-81	0	—	0	—	0	—	0	—
1990-91	0	—	0	—	0	—	0	—
Physical Sciences								
1980-81	0	—	0	—	2	7.7%	0	—
1990-91	0	—	1	1.8%	2	3.6%	0	—
Social Sciences								
1980-81	0	—	1	2.1%	1	2.1%	0	—
1990-91	1	2.4%	1	2.4%	0	—	0	—
All Other								
1980-81	1	—	0	—	3	15.0%	0	—
1990-91	0	—	0	—	1	8.3%	1	8.3%
Total								
1980-81	13	3.4%	8	2.1%	21	5.4%	8	2.1%
1990-91	3	0.7%	4	0.9%	11	2.5%	3	0.7%

Source: IPEDS/HEGIS Completions reports.

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Table A-18 (cont'd)
OSSHE Doctoral Degrees Awarded in Selected Fields by Racial/Ethnic Group: 1990-91 Compared to 1980-81
(Between Groups)
(continued)

	Minority Subtotal		White		Nonresident Alien		Unknown/ Dcl to Rspd		Total	
	N	%	N	%	N	%	N	%	N	%
Ag/Forestry										
1980-81	7	14.9%	24	51.1%	16	34.0%	0	—	47	100.0%
1990-91	1	2.2%	21	46.7%	23	51.1%	0	—	45	100.0%
Architecture										
1980-81	0	—	0	—	0	—	0	—	0	—
1990-91	0	—	0	—	0	—	0	—	0	—
Biological Sciences										
1980-81	10	14.5%	54	78.3%	4	5.8%	1	1.4%	69	100.0%
1990-91	1	2.8%	25	69.4%	9	25.0%	1	2.8%	36	100.0%
Business										
1980-81	0	—	6	75.0%	2	25.0%	0	—	8	100.0%
1990-91	2	18.2%	8	72.7%	0	—	1	9.1%	11	100.0%
Comm/Journalism										
1980-81	0	—	1	100.0%	0	—	0	—	1	100.0%
1990-91	0	—	0	—	0	—	1	100.0%	1	100.0%
Computer Science										
1980-81	0	—	0	—	0	—	0	—	0	—
1990-91	0	—	1	25.0%	3	75.0%	0	—	4	100.0%
Education										
1980-81	22	19.1%	61	53.0%	29	25.2%	3	2.6%	115	100.0%
1990-91	3	2.4%	91	74.0%	16	13.0%	13	10.6%	123	100.0%
Engineering/Eng Tech										
1980-81	2	13.3%	6	40.0%	7	46.7%	0	—	15	100.0%
1990-91	0	—	7	23.3%	23	76.7%	0	—	30	100.0%
Health Sciences										
1980-81	0	—	3	100.0%	0	—	0	—	3	100.0%
1990-91	4	9.1%	35	79.5%	2	4.5%	3	6.8%	44	100.0%
Humanities/Fine Arts										
1980-81	1	4.0%	19	76.0%	1	4.0%	4	16.0%	25	100.0%
1990-91	3	11.5%	17	65.4%	1	3.8%	5	19.2%	26	100.0%
Math										
1980-81	0	—	7	58.3%	5	41.7%	0	—	12	100.0%
1990-91	0	—	5	71.4%	1	14.3%	1	14.3%	7	100.0%
Physical Sciences										
1980-81	2	7.7%	15	57.7%	8	30.8%	1	3.8%	26	100.0%
1990-91	3	5.4%	23	41.1%	26	46.4%	4	7.1%	56	100.0%
Social Sciences										
1980-81	2	4.3%	35	74.5%	7	14.9%	3	6.4%	47	100.0%
1990-91	2	4.9%	23	56.1%	9	22.0%	7	17.1%	41	100.0%
All Other										
1980-81	4	20.0%	13	65.0%	3	15.0%	0	—	20	100.0%
1990-91	2	16.7%	4	33.3%	4	33.3%	2	16.7%	12	100.0%
Total										
1980-81	50	12.9%	244	62.9%	82	21.1%	12	3.1%	388	100.0%
1990-91	21	4.8%	260	59.6%	117	26.8%	38	8.7%	436	100.0%

Source: IPEDS/HEGIS Completions reports.

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Table A-19

OSSHE Professional Degrees Awarded by Racial/Ethnic Group: 1990-91 Compared to 1980-81
(Within Groups)

	African American		American Indian/ AK Native		Asian/ Pac. Is.		Hispanic/ Latino	
	N	%	N	%	N	%	N	%
Dentistry (OHSU)								
1980-81	1	33.3%	0	—	1	11.1%	1	25.0%
1990-91	0	—	1	33.3%	7	26.9%	0	—
Law (UO)								
1980-81	2	66.7%	3	100.0%	6	66.7%	3	75.0%
1990-91	3	75.0%	1	33.3%	11	42.3%	1	50.0%
Medicine (OHSU)								
1980-81	0	—	0	—	2	22.2%	0	—
1990-91	1	25.0%	0	—	6	23.1%	1	50.0%
Veterinary Med (OSU)								
1980-81	0	—	0	—	0	—	0	—
1990-91	0	—	1	33.3%	2	7.7%	0	—
Total								
1980-81	3	100.0%	3	100.0%	9	100.0%	4	100.0%
1990-91	4	100.0%	3	100.0%	26	100.0%	2	100.0%

Source: IPEDS/HEGIS Completions reports.

Table A-20

OSSHE Professional Degrees Awarded by Racial/Ethnic Group: 1990-91 Compared to 1980-81
(Between Groups)

	African American		American Indian/ AK Native		Asian/ Pac. Is.		Hispanic/ Latino	
	N	%	N	%	N	%	N	%
Dentistry (OHSU)								
1980-81	1	1.4%	0	—	1	1.4%	1	1.4%
1990-91	0	—	1	1.8%	7	12.7%	0	—
Law (UO)								
1980-81	2	1.3%	3	2.0%	6	4.0%	3	2.0%
1990-91	3	1.9%	1	0.6%	11	6.9%	1	0.6%
Medicine (OHSU)								
1980-81	0	—	0	—	2	1.8%	0	—
1990-91	1	1.2%	0	—	6	7.4%	1	1.2%
Veterinary Med (OSU)								
1980-81	0	—	0	—	0	—	0	—
1990-91	0	—	1	2.9%	2	5.9%	0	—
Total								
1980-81	3	0.9%	3	0.9%	9	2.7%	4	1.2%
1990-91	4	1.2%	3	0.9%	26	7.9%	2	0.6%

Source: IPEDS/HEGIS Completions reports.

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Table A-19 (cont'd)

OSSHE Professional Degrees Awarded by Racial/Ethnic Group: 1990-91 Compared to 1980-81
(Within Groups)
(continued)

	Minority Subtotal		White		Nonresident Alien		Unknown/ Dcl to Rspd		Total	
	N	%	N	%	N	%	N	%	N	%
Dentistry (OHSU)										
1980-81	3	15.8%	69	22.6%	0	—	0	—	72	21.4%
1990-91	8	22.9%	47	17.1%	0	—	0	—	55	16.7%
Law (UO)										
1980-81	14	73.7%	124	40.7%	0	—	13	100.0%	151	44.8%
1990-91	16	45.7%	127	46.2%	0	—	16	84.2%	159	48.3%
Medicine (OHSU)										
1980-81	2	10.5%	112	36.7%	0	—	0	—	114	33.8%
1990-91	8	22.9%	73	26.5%	0	—	0	—	81	24.6%
Veterinary Med (OSU)										
1980-81	0	—	0	—	0	—	0	—	0	—
1990-91	3	8.6%	28	10.2%	0	—	3	15.8%	34	10.3%
Total										
1980-81	19	100.0%	305	100.0%	0	—	13	100.0%	337	100.0%
1990-91	35	100.0%	275	100.0%	0	—	19	100.0%	329	100.0%

Source: IPEDS/HEGIS Completions reports.

Table A-20 (cont'd)

OSSHE Professional Degrees Awarded by Racial/Ethnic Group: 1990-91 Compared to 1980-81
(Between Groups)
(continued)

	Minority Subtotal		White		Nonresident Alien		Unknown/ Dcl to Rspd		Total	
	N	%	N	%	N	%	N	%	N	%
Dentistry (OHSU)										
1980-81	3	4.2%	69	95.8%	0	—	0	—	72	100.0%
1990-91	8	14.5%	47	85.5%	0	—	0	—	55	100.0%
Law (UO)										
1980-81	14	9.3%	124	82.1%	0	—	13	8.6%	151	100.0%
1990-91	16	10.1%	127	79.9%	0	—	16	10.1%	159	100.0%
Medicine (OHSU)										
1980-81	2	1.8%	112	98.2%	0	—	0	—	114	100.0%
1990-91	8	9.9%	73	90.1%	0	—	0	—	81	100.0%
Veterinary Med (OSU)										
1980-81	0	—	0	—	0	—	0	—	0	—
1990-91	3	8.8%	28	82.4%	0	—	3	8.8%	34	100.0%
Total										
1980-81	19	5.6%	305	90.5%	0	—	13	3.9%	337	100.0%
1990-91	35	10.6%	275	83.6%	0	—	19	5.8%	329	100.0%

Source: IPEDS/HEGIS Completions reports.

Table A-21

Fee Remission Program Report by Racial/Ethnic Group, 1990-91

ALL OSSHE INSTITUTIONS

Number of Awards

	African Amer		Amer Ind		Asian/Pac Is		Hisp/Latino	
	N	%	N	%	N	%	N	%
Minority Freshman Program	117	24%	112	23%	2	0%	225	46%
Minority Junior Program	43	31%	27	19%	0	0%	54	39%
OHSU Minority Program	4	44%	2	22%	0	0%	3	33%
Portland Teacher Program	7	50%	0	0%	1	7%	4	29%
Oregon Laurels Program	27	4%	24	4%	32	5%	70	11%
International Programs	2	1%	1	0%	8	2%	0	0%
Total*	200	12%	166	10%	43	3%	356	22%

	White		Nonres Alien		Unkn/Decline		Total	
	N	%	N	%	N	%	N	%
Minority Freshman Program	17	3%	0	0%	17	3%	490	100%
Minority Junior Program	6	4%	1	1%	9	6%	140	100
OHSU Minority Program	0	0%	0	0%	0	0%	9	100
Portland Teacher Program	0	0%	0	0%	2	14%	14	100
Oregon Laurels Program	403	66%	5	1%	50	8%	611	100
International Programs	2	1%	276	81%	50	15%	339	100
Total*	428	27%	282	18%	128	8%	1,603	100

* A total of 1,581 students received the 1,603 fee remission awards. A small number of students received more than one award from more than one program.

Dollar Amount of Awards

	African Amer		Amer Ind		Asian/Pac Is		Hisp/Latino	
	$	%	$	%	$	%	$	%
Minority Freshman Program	$166,241	25%	$150,749	22%	$2,940	0%	$311,771	46%
Minority Junior Program	56,611	31%	35,597	19%	0	0%	74,067	40%
OHSU Minority Program	9,030	40%	2,898	13%	0	0%	10,416	47%
Portland Teacher Program	7,840	49%	0	0%	490	3%	4,818	30%
Oregon Laurels Program	41,962	5%	29,389	4%	54,818	7%	96,046	12%
International Programs	4,102	0%	3,800	0%	21,645	2%	0	0%
Total	285,786	11%	222,433	8%	79,893	3%	497,118	19%

	White		Nonres Alien		Unkn/Decline		Total	
	$	%	$	%	$	%	$	%
Minority Freshman Program	$22,836	3%	$0	0%	$23,343	3%	$677,880	100%
Minority Junior Program	7,840	4%	943	1%	10,464	6%	185,522	100%
OHSU Minority Program	0	0%	0	0%	0	0%	22,344	100%
Portland Teacher Program	0	0%	0	0%	2,940	18%	16,088	100%
Oregon Laurels Program	506,070	62%	9,259	1%	77,480	10%	815,024	100%
International Programs	6,838	1%	781,935	82%	133,445	14%	951,765	100%
Total	543,584	20%	792,137	30%	247,672	9%	2,668,624	100%

Source: OSSHE Institutional Research Services, and OSSHE Office of Academic Affairs.

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Table A-22

State System Financial Aid Awarding by Racial/Ethnic Group, 1991-92*

Type of Aid	African American				American Indian/Alaskan Native				Asian/Pacific Islander			
	N	%	Amount	%	N	%	Amount	%	N	%	Amount	%
Grants												
Federal	583	2.7%	$843,553	2.9%	422	2.0%	$729,663	2.5%	1,968	9.3%	$2,567,046	8.7%
State	210	2.7%	$165,496	2.7%	160	2.0%	$127,372	2.1%	754	9.5%	$614,902	10.0%
SS Surchg Waiv	162	1.6%	$66,120	1.5%	124	1.3%	$53,791	1.3%	900	9.1%	$411,898	9.6%
Subtotals	955	2.4%	$1,075,169	2.7%	706	1.8%	$910,826	2.3%	3,622	9.3%	$3,593,846	9.0%
Scholarships												
Institutional	138	3.2%	$470,545	9.8%	107	2.4%	$166,089	3.5%	203	4.6%	$293,689	6.1%
SS Fee Remission	264	14.4%	$617,339	16.0%	174	9.5%	$372,892	9.6%	97	5.3%	$239,126	6.2%
Subtotals	402	6.5%	$1,087,884	12.6%	281	4.5%	$538,981	6.2%	300	4.8%	$532,815	6.2%
Work Study	113	1.9%	$169,976	2.2%	83	1.4%	$71,368	0.9%	657	11.3%	$756,651	9.6%
Loans	548	2.1%	$1,479,288	2.0%	365	1.4%	$597,637	0.8%	1,691	6.5%	$3,036,671	4.2%
Grand Totals	707	2.7%	$3,812,317	3.0%	529	2.0%	$2,118,812	1.6%	1,812	6.9%	$7,919,983	6.1%

Type of Aid	Hispanic/Latino				White				Unknown/Decline to Respond			
	N	%	Amount	%	N	%	Amount	%	N	%	Amount	%
Grants												
Federal	887	4.2%	$1,378,672	4.7%	15,847	74.5%	$21,886,862	74.2%	1,567	7.4%	$2,090,958	7.1%
State	345	4.4%	$282,215	4.6%	5,960	75.4%	$4,625,571	74.9%	478	6.0%	$361,742	5.9%
SS Surchg Waiv	251	2.5%	$106,098	2.5%	7,736	78.2%	$3,317,182	77.7%	720	7.3%	$314,183	7.4%
Subtotals	1,483	3.8%	$1,766,985	4.4%	29,543	75.6%	$29,829,615	74.7%	2,765	7.1%	$2,766,883	6.9%
Scholarships												
Institutional	69	1.6%	$96,218	2.0%	3,714	84.9%	$3,641,714	76.0%	144	3.3%	$121,489	2.5%
SS Fee Remission	417	22.8%	$961,614	24.8%	762	41.7%	$1,405,656	36.3%	115	6.3%	$273,283	7.1%
Subtotals	486	7.8%	$1,057,832	12.2%	4,476	72.1%	$5,047,370	58.3%	259	4.2%	$394,772	4.6%
Work Study	215	3.7%	$269,654	3.4%	4,446	76.3%	$6,185,488	78.4%	315	5.4%	$433,283	5.5%
Loans	844	3.3%	$2,066,694	2.8%	21,064	81.1%	$61,250,910	84.4%	1,446	5.6%	$4,108,370	5.7%
Grand Totals	940	3.6%	$5,161,165	4.0%	21,009	79.7%	$102,313,383	79.3%	1,359	5.2%	$7,703,308	6.0%

Type of Aid	Grand Total			
	N	%	Amount	%
Grants				
Federal	21,274	100.0%	$29,496,754	100.0%
State	7,907	100.0%	$6,177,298	100.0%
SS Surchg Waiv	9,893	100.0%	$4,269,272	100.0%
Subtotals	39,074	100.0%	$39,943,324	100.0%
Scholarships				
Institutional	4,375	100.0%	$4,789,744	100.0%
SS Fee Remission	1,829	100.0%	$3,869,910	100.0%
Subtotals	6,204	100.0%	$8,659,654	100.0%
Work Study	5,829	100.0%	$7,886,420	100.0%
Loans	25,958	100.0%	$72,539,570	100.0%
Grand Totals	26,356	100.0%	$129,028,968	100.0%

NOTE: Grand totals in the "Number" columns are the unduplicated counts of individual students receiving aid. Program totals and subtotals are duplicate counts of students served by the program. Percentages are given by ethnic/racial group for each aid program category (i.e., by row).

* Data on nonresident aliens are not included.

Source: OSSHE Office of Academic Affairs, institution reports.

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Table A-23

Graduate Assistants by Racial/Ethnic Group, Fall 1990*

	UO	OSU	PSU	WOSC	SOSC	Total	% of Total
African American	8	10	0	0	0	18	0.6%
American Indian/Alaskan Native	10	5	1	0	0	16	0.6%
Asian/Pacific Islander	23	29	7	0	1	60	2.1%
Hispanic/Latino	17	9	10	0	0	36	1.2%
Minority Subtotal	58	53	18	0	1	130	4.5%
White	740	565	213	17	10	1,545	53.5%
Nonresident Alien	282	497	77	0	0	856	29.6%
Unknown/Declined to Respond	98	225	27	1	6	357	12.4%
Grand Total	1,178	1,340	335	18	17	2,888	100.0%

* No graduate assistants were reported for EOSC and OIT. Data on OHSU graduate assistants are not available through automated student data files.

Source: OSSHE Institutional Research Services, Fall 1990 Fourth Week Enrollment Reports, special run of report ERDD-03.

Table A-24

Primary Sources of Support for U.S. Citizen Ph.D.s, by Racial/Ethnic Group and Broad Field, 1990

	Total U.S.	Asian/Pacific Islander	African American	Hispanic/ Latino	American Indian* Alaskan Native	White
Total All Fields						
Personal	48.0	30.1	62.7	47.5	59.5	48.1
University	41.8	54.4	24.8	37.2	20.3	42.1
Federal	6.6	9.6	6.3	11.3	10.8	6.3
Other	3.7	5.8	6.3	4.0	9.5	3.5
Physical Sciences†						
Personal	17.4	8.4	16.7	14.7	0.0	17.9
University	73.4	82.1	77.8	64.7	75.0	73.2
Federal	5.7	6.3	5.6	14.7	0.0	5.5
Other	3.5	3.2	0.0	5.9	25.0	3.4
Engineering						
Personal	21.5	17.1	10.5	27.3	75.0	21.7
University	59.5	65.0	47.4	39.4	25.0	59.9
Federal	9.4	4.3	5.3	24.2	0.0	9.6
Other	9.5	13.7	36.8	9.1	0.0	8.9
Life Sciences						
Personal	27.1	23.3	22.4	23.8	12.5	27.5
University	51.9	49.2	38.8	51.2	50.0	52.1
Federal	18.2	25.0	30.6	21.4	25.0	17.6
Other	2.9	2.5	8.2	3.6	12.5	2.7
Social Sciences						
Personal	58.0	44.9	48.5	49.2	61.1	59.0
University	35.6	42.0	37.1	34.9	11.1	35.5
Federal	4.2	5.8	9.1	12.7	16.7	3.7
Other	2.2	7.2	5.3	3.2	11.1	1.8
Humanities						
Personal	50.8	50.0	50.0	46.4	50.0	51.1
University	44.4	37.5	35.4	52.2	50.0	44.2
Federal	1.8	8.3	4.2	0.0	0.0	1.7
Other	3.0	4.2	10.4	1.4	0.0	2.9
Education						
Personal	81.4	70.8	81.4	85.7	77.8	81.3
University	13.0	27.1	12.1	7.1	3.7	13.2
Federal	1.8	2.1	2.5	4.0	11.1	1.7
Other	3.8	0.0	4.0	3.2	7.4	3.8
Professional/Other						
Personal	63.0	68.0	69.7	45.8	71.4	63.1
University	30.5	28.0	21.2	33.3	14.3	30.7
Federal	2.0	0.0	0.0	12.5	0.0	1.9
Other	4.5	4.0	9.1	8.3	14.3	4.2

Note: Percentages are based on the number of Ph.D.s with known primary support. "Personal" includes loans as well as own earnings and contributions from the spouse/family. Federally funded research assistantships (RAs) are grouped under "University" because recipients of such support may not be aware of the actual source of funding. It is believed that many of these Ph.D.s are reporting their support as university RA instead of federal RA. "Other" support includes U.S. nationally competitive fellowships, business/employer funds, foreign government, and other nonspecified sources.

* Because of the small number of Native Americans (a total of 93 Ph.D.s in 1990), percentages in fields other than education and social sciences are not very meaningful.

† Includes mathematics and computer sciences.

Source: National Research Council, *1990 Summary Report: Doctorate Recipients From United States Universities*, Washington, D.C.: National Academy Press, 1991, p.42

Table A-25

Cumulative Debt Related to Education for U.S. Citizen Ph.D.s, by Race/Ethnicity and Broad Field, 1990 (in percent)

	Total U.S.	Asian/Pacific Islander	African American	Hispanic/ Latino	American Indian Alaskan Native *	White
Total All Fields						
Without Debt	43.3	44.4	38.2	31.0	45.7	43.9
With Debt	56.7	55.6	61.8	69.0	54.3	56.1
$5,000 or less	16.9	15.8	18.3	18.6	17.4	16.9
$5,001 to $10,000	14.7	16.5	15.1	14.6	14.1	14.6
$10,001 or more	25.0	23.0	28.3	35.8	22.8	24.5
Physical Sciences†						
Without Debt	40.7	43.9	34.8	35.8	60.0	40.7
With Debt	59.3	56.1	65.2	64.2	40.0	59.3
$5,000 or less	19.2	15.9	34.8	14.8	0.0	19.3
$5,001 to $10,000	19.9	23.3	17.4	19.8	40.0	20.0
$10,001 or more	20.1	15.9	13.0	29.6	0.0	19.9
Engineering						
Without Debt	47.3	48.3	35.7	36.8	50.0	47.5
With Debt	52.7	51.7	64.3	63.2	50.0	52.5
$5,000 or less	18.0	14.6	14.3	15.8	25.0	18.6
$5,001 to $10,000	14.5	15.2	28.6	7.9	0.0	14.4
$10,001 or more	20.2	21.9	21.4	39.5	25.0	19.5
Life Sciences						
Without Debt	37.1	43.2	23.8	27.5	50.0	37.3
With Debt	62.9	56.8	76.2	72.5	50.0	62.7
$5,000 or less	18.5	15.5	27.0	15.7	12.5	18.5
$5,001 to $10,000	17.4	11.5	25.4	20.6	12.5	17.4
$10,001 or more	27.0	29.7	23.8	36.3	25.0	26.6
Social Sciences						
Without Debt	30.8	31.3	24.7	23.0	27.3	31.4
With Debt	69.2	68.8	75.3	77.0	72.7	68.6
$5,000 or less	14.3	16.3	13.5	16.1	13.6	14.2
$5,001 to $10,000	15.1	26.3	15.9	14.9	22.7	14.9
$10,001 or more	39.8	26.3	45.9	46.0	36.4	39.5
Humanities						
Without Debt	43.2	41.2	41.8	34.6	12.5	43.7
With Debt	56.8	58.8	58.2	65.4	87.5	56.3
$5,000 or less	18.8	17.6	19.4	24.0	50.0	18.6
$5,001 to $10,000	15.0	14.7	11.9	14.4	0.0	15.1
$10,001 or more	22.9	26.5	26.9	26.9	37.5	22.5
Education						
Without Debt	58.2	55.7	45.7	35.7	52.8	60.3
With Debt	41.8	44.3	54.3	64.3	47.2	39.7
$5,000 or less	15.3	19.7	18.4	20.2	19.4	14.8
$5,001 to $10,000	9.7	9.8	13.2	10.7	11.1	9.3
$10,001 or more	16.7	14.8	22.5	33.3	16.7	15.6
Professional/Other						
Without Debt	45.5	48.4	37.3	26.7	77.8	46.1
With Debt	54.5	51.6	62.7	73.3	22.2	53.9
$5,000 or less	16.1	12.9	15.7	26.7	0.0	16.1
$5,001 to $10,000	11.9	12.9	11.8	10.0	11.1	11.8
$10,000 or more	26.6	25.8	35.3	36.7	11.1	26.0

NOTE: Percentages are based on known responses to the debt question. Percentages for "with" and "without" debt add to 100.0. Percentages for levels of debt add to the total percentage of Ph.D.s "with debt." * Because of the small number of Native Americans (a total of 93 Ph.D.s in 1990), percentages in fields other than education and social sciences are not very meaningful.

Source: National Research Council, Summary Report 1990: Doctorate Recipients From United States University. National Academy Press: Washington D.C., 1991, pp. 48-49

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Table B-1

Full-Time Faculty of Color, by Institution, 1990-91*

	N	%
University of Oregon	51	7.7%
Oregon State University	52	4.5%
Portland State University	20	4.9%
Western Oregon State College	3	1.9%
Southern Oregon State College	9	4.8%
Eastern Oregon State College	3	4.2%
Oregon Institute of Technology	8	5.5%
Oregon Health Sciences University	7	2.2%
Total State System	**153**	**4.9%**

* Excludes "unknown/decline to respond," of which there are 59 or 2% of all OSSHE faculty.

Source: OSSHE Institutional Research Services.

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Table B-2

Percentage Distribution of Full-Time Faculty by Rank and Racial/Ethnic Group*

1990-91 Compared to 1980-81

TOTAL STATE SYSTEM

Distribution Within Racial/Ethnic Groups

	Professor	Assoc Prof	Asst Prof	Instr	Total
African American					
1980-81	15.4%	38.5%	23.1%	23.1%	100.0%
1990-91	40.0%	20.0%	26.7%	13.3%	100.0%
Amer Ind/AK Native					
1980-81	42.9%	14.3%	28.6%	14.3%	100.0%
1990-91	12.5%	12.5%	50.0%	25.0%	100.0%
Asian/Pacific Is					
1980-81	31.4%	23.5%	39.2%	5.9%	100.0%
1990-91	27.3%	23.4%	35.1%	14.3%	100.0%
Hispanic/Latino					
1980-81	7.7%	30.8%	53.8%	7.7%	100.0%
1990-91	8.3%	37.5%	37.5%	16.7%	100.0%
Minority Subtotal					
1980-81	26.2%	26.2%	38.1%	9.5%	100.0%
1990-91	24.2%	25.0%	35.5%	15.3%	100.0%
White					
1980-81	37.0%	31.9%	23.5%	7.6%	100.0%
1990-91	38.1%	28.9%	25.9%	7.1%	100.0%
Unknown/Declined					
1980-81	18.2%	9.1%	36.4%	36.4%	100.0%
1990-91	8.5%	20.3%	71.2%	0.0%	100.0%
Total					
1980-81	36.5%	31.6%	24.0%	7.8%	100.0%
1990-91	36.5%	28.5%	27.6%	7.4%	100.0%

* Includes regular faculty with academic rank, both 9- and 12-month appointments, and employed full-time at the institution (.90 FTE or greater) with at least .50 FTE in an instructional department, as reflected on the October 31 payroll file.

Source: OSSHE Institutional Research Services.

64 BEST COPY AVAILABLE

Table B-3

Percentage Distribution of Full-Time Faculty by Rank and Racial/Ethnic Group*

1990-91 Compared to 1980-81

TOTAL STATE SYSTEM

Distribution Between Racial/Ethnic Groups

	Professor	Assoc Prof	Asst Prof	Instr	Total
African American					
1980-81	0.2%	0.7%	0.5%	1.6%	0.5%
1990-91	0.7%	0.5%	0.7%	1.2%	0.7%
Amer Ind/AK Native					
1980-81	0.3%	0.1%	0.3%	0.5%	0.3%
1990-91	0.1%	0.2%	0.7%	1.2%	0.4%
Asian/Pacific Is					
1980-81	1.8%	1.6%	3.5%	1.6%	2.1%
1990-91	2.6%	2.9%	4.4%	6.7%	3.5%
Hispanic/Latino					
1980-81	0.1%	0.5%	1.2%	0.5%	0.5%
1990-91	0.2%	1.4%	1.5%	2.5%	1.1%
Minority Subtotal					
1980-81	2.5%	2.9%	5.6%	4.3%	3.5%
1990-91	3.7%	4.9%	7.2%	11.7%	5.6%
White					
1980-81	97.2%	96.9%	93.7%	93.6%	96.0%
1990-91	95.7%	93.2%	86.0%	88.3%	91.7%
Unknown/Declined					
1980-81	0.2%	0.1%	0.7%	2.1%	0.5%
1990-91	0.6%	1.9%	6.9%	0.0%	2.7%
Total					
1980-81	100.0%	100.0%	100.0%	100.0%	100.0%
1990-91	100.0%	100.0%	100.0%	100.0%	100.0%

* Includes regular faculty with academic rank, both 9- and 12-month appointments, and employed full-time at the institution (.90 FTE or greater) with at least .50 FTE in an instructional department, as reflected on the October 31 payroll file.

Source: OSSHE Institutional Research Services.

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Table B-4

Full-Time Instructional Faculty by Discipline Group, Racial/Ethnic Group, and Rank, 1990-91*

TOTAL STATE SYSTEM

	Professor		Assoc Prof		Asst Prof		Instructor		Total Faculty	
	N	%	N	%	N	%	N	%	N	%
Humanities/Fine Arts										
African American	3	2.1%	0	0.0%	1	0.8%	1	1.8%	5	1.0%
Amer Ind/AK Native	0	0.0%	1	0.6%	0	0.0%	0	0.0%	1	0.2%
Asian/Pacific Is	5	3.5%	6	3.5%	3	2.3%	10	18.2%	24	4.8%
Hispanic/Latino	1	0.7%	6	3.5%	2	1.6%	3	5.5%	12	2.4%
White	131	92.3%	157	91.8%	115	89.8%	41	74.5%	444	89.5%
Unknown/Decline	2	1.4%	1	0.6%	7	5.5%	0	0.0%	10	2.0%
Total	142	100.0%	171	100.0%	128	100.0%	55	100.0%	496	100.0%
Natural Sciences/Math										
African American	1	0.3%	0	0.0%	0	0.0%	0	0.0%	1	0.2%
Amer Ind/AK Native	0	0.0%	1	0.9%	0	0.0%	0	0.0%	1	0.2%
Asian/Pacific Is	7	2.3%	2	1.8%	7	7.4%	0	0.0%	16	3.0%
Hispanic/Latino	0	0.0%	0	0.0%	1	1.1%	0	0.0%	1	0.2%
White	294	97.4%	107	96.4%	80	84.2%	17	100.0%	498	94.9%
Unknown/Decline	0	0.0%	1	0.9%	7	7.4%	0	0.0%	8	1.5%
Total	302	100.0%	111	100.0%	95	100.0%	17	100.0%	525	100.0%
Social Sciences										
African American	2	1.3%	1	1.1%	1	1.4%	0	0.0%	4	1.3%
Amer Ind/AK Native	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Asian/Pacific Is	2	1.3%	2	2.2%	4	5.6%	0	0.0%	8	2.5%
Hispanic	0	0.0%	1	1.1%	0	0.0%	0	0.0%	1	0.3%
White	150	96.8%	82	92.1%	60	83.3%	4	100.0%	296	92.5%
Unknown/Decline	1	0.6%	3	3.4%	7	9.7%	0	0.0%	11	3.4%
Total	155	100.0%	89	100.0%	72	100.0%	4	100.0%	320	100.0%
Education										
African American	1	1.3%	1	1.2%	1	1.0%	1	3.2%	4	1.3%
Amer Ind/AK Native	2	2.5%	0	0.0%	1	1.0%	0	0.0%	3	1.0%
Asian/Pacific Is	0	0.0%	3	3.5%	3	2.9%	0	0.0%	6	2.0%
Hispanic/Latino	1	1.3%	2	2.4%	4	3.8%	0	0.0%	7	2.3%
White	75	94.9%	76	89.4%	89	85.6%	30	96.8%	270	90.3%
Unknown/Decline	0	0.0%	3	3.5%	6	5.8%	0	0.0%	9	3.0%
Total	79	100.0%	85	100.0%	104	100.0%	31	100.0%	299	100.0%
High Market Disc**										
African American	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Amer Ind/AK Native	0	0.0%	0	0.0%	0	0.0%	1	2.9%	1	0.3%
Asian/Pacific Is	6	4.7%	5	4.3%	8	8.1%	1	2.9%	20	5.3%
Hispanic/Latino	0	0.0%	1	0.9%	2	2.0%	1	2.9%	4	1.1%
White	121	93.8%	106	91.4%	78	78.8%	32	91.4%	337	89.2%
Unknown/Decline	2	1.6%	4	3.4%	11	11.1%	0	0.0%	17	4.5%
Total	129	100.0%	116	100.0%	99	100.0%	35	100.0%	378	100.0%

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Table B-4 (continued)

Full-Time Instructional Faculty by Discipline Group, Racial/Ethnic Group, and Rank, 1990-91*

TOTAL STATE SYSTEM

	Professor		Assoc Prof		Asst Prof		Instructor		Total Faculty	
	N	%	N	%	N	%	N	%	N	%
Agriculture/Forestry@										
African American	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Amer Ind/AK Native	0	0.0%	0	0.0%	1	0.7%	1	2.9%	2	0.4%
Asian, Pacific Is	7	4.6%	1	0.7%	3	2.1%	0	0.0%	11	2.3%
Hispanic/Latino	0	0.0%	2	1.3%	1	0.7%	0	0.0%	3	0.6%
White	144	95.4%	149	98.0%	137	96.5%	33	97.1%	463	96.7%
Unknown/Decline	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Total	151	100.0%	152	100.0%	142	100.0%	34	100.0%	479	100.0%
Home Economics										
African American	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Amer Ind/AK Native	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Asian/Pacific Is	1	14.3%	0	0.0%	1	10.0%	0	0.0%	2	6.7%
Hispanic/Latino	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
White	6	85.7%	12	100.0%	9	90.0%	1	100.0%	28	93.3%
Unknown/Decline	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Total	7	100.0%	12	100.0%	10	100.0%	1	100.0%	30	100.0%
Nursing/Allied Health										
African American	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Amer Ind/AK Native	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Asian/Pacific Is	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
White	18	100.0%	29	100.0%	26	100.0%	8	100.0%	81	100.0%
Unknown/Decline	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Total	18	100.0%	29	100.0%	26	100.0%	8	100.0%	81	100.0%
Medicine/Dentistry										
African American	0	0.0%	1	1.7%	0	0.0%	0	0.0%	1	0.4%
Amer Ind/AK Native	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Asian/Pacific Is	1	1.0%	2	3.4%	0	0.0%	0	0.0%	3	1.3%
Hispanic/Latino	0	0.0%	0	0.0%	1	1.6%	0	0.0%	1	0.4%
White	96	98.0%	54	93.1%	62	98.4%	7	100.0%	219	96.9%
Unknown/Decline	1	1.0%	1	1.7%	0	0.0%	0	0.0%	2	0.9%
Total	98	100.0%	58	100.0%	63	100.0%	7	100.0%	226	100.0%
Technology Programs										
African American	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Amer Ind/AK Native	0	0.0%	0	0.0%	1	4.0%	1	33.3%	2	3.5%
Asian/Pacific Is	0	0.0%	0	0.0%	2	8.0%	0	0.0%	2	3.5%
Hispanic	0	0.0%	1	6.3%	0	0.0%	0	0.0%	1	1.8%
White	13	100.0%	15	93.8%	22	88.0%	2	66.7%	52	91.2%
Unknown/Decline	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Total	13	100.0%	16	100.0%	25	100.0%	3	100.0%	57	100.0%

Table B-4 (continued)

Full-Time Instructional Faculty by Discipline Group, Racial/Ethnic Group, and Rank, 1990-91*

TOTAL STATE SYSTEM

	Professor		Assoc Prof		Asst Prof		Instructor		Total Faculty	
	N	%	N	%	N	%	N	%	N	%
General Arts & Sci/Gen Studies										
African American	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Amer Ind/AK Native	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Asian/Pacific Is	0	0.0%	0	0.0%	1	6.3%	0	0.0%	1	2.3%
Hispanic/Latino	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
White	17	100.0%	8	100.0%	14	87.5%	3	100.0%	42	95.5%
Unknown/Decline	0	0.0%	0	0.0%	1	6.3%	0	0.0%	1	2.3%
Total	17	100.0%	8	100.0%	16	100.0%	3	100.0%	44	100.0%
All Other Depts										
African American	0	0.0%	0	0.0%	1	2.0%	0	0.0%	1	0.6%
Amer Ind/AK Native	0	0.0%	0	0.0%	2	4.0%	0	0.0%	2	1.2%
Asian/Pacific Is	0	0.0%	0	0.0%	1	2.0%	0	0.0%	1	0.6%
Hispanic/Latino	0	0.0%	1	1.8%	0	0.0%	0	0.0%	1	0.6%
White	49	100.0%	54	98.2%	43	86.0%	9	100.0%	155	95.1%
Unknown/Decline	0	0.0%	0	0.0%	3	6.0%	0	0.0%	3	1.8%
Total	49	100.0%	55	100.0%	50	100.0%	9	100.0%	163	100.0%
Total All Disciplines										
African American	7	0.6%	3	0.3%	4	0.5%	2	1.0%	16	0.5%
Amer Ind/AK Native	2	0.2%	2	0.2%	5	0.6%	3	1.4%	12	0.4%
Asian/Pacific Is	29	2.5%	21	2.3%	33	4.0%	11	5.3%	94	3.0%
Hispanic/Latino	2	0.2%	14	1.6%	11	1.3%	4	1.9%	31	1.0%
White	1,114	96.0%	849	94.1%	735	88.6%	187	90.3%	2,885	93.1%
Unknown/Decline	6	0.5%	13	1.4%	42	5.1%	0	0.0%	61	2.0%
Total	1,160	100.0%	902	100.0%	830	100.0%	207	100.0%	3,098	100.0%

* Includes regular faculty with academic rank, both 9- and 12-month appointments, and employed full-time at the institution (.90 FTE or greater) with at least .50 FTE in an instructional department (for OHSU, any instructional FTE) as reflected on the October 31 payroll file. Faculty on sabbatical leave are included. For OSU, data include regular full-time faculty homed in Agricultural Experiment Station, Forest Research Laboratory, and OSU Extension, and any full-time faculty homed in OSU instructional accounts (regardless of the FTE budgeted in the instructional account).

** "High market disciplines" include engineering, computer science, business, and law.

@ Includes faculty homed in Agricultural Experiment Station, Forest Research Laboratory, and OSU Extension.

Source: OSSHE Institutional Research Services.

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Table B-5

Percentage of Full-Time Faculty in U.S. Colleges and Universities By Academic Rank and Racial/Ethnic Group 1989-90 Compared to 1979-80

	Full Professors						Associate Professors						Assistant Professor						Instructor/Lecturer/Other Faculty					
	1979-80			1989-90			1979-80			1989-90			1970-80			1989-90			1979-80			1989-90		
	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T
African American	1.5	0.6	2.1	1.7	0.7	2.4	2.1	1.1	3.2	2.5	1.6	4.1	2.7	2.4	5.1	2.8	2.7	5.5	2.8	3.5	6.3	2.7	3.3	6.0
American Indian/ Alaskan Native	0.2	*	0.2	0.2	*	0.2	0.1	*	0.1	0.2	0.1	0.3	0.2	0.1	0.3	0.2	0.1	0.3	0.3	0.1	0.4	0.3	0.2	0.5
Asian/Pacific Islander	2.7	0.2	2.9	3.9	0.4	4.3	2.4	0.4	2.8	3.5	0.8	4.3	2.5	0.7	3.2	4.8	1.5	6.3	1.7	0.8	2.5	2.6	1.5	5.1
Hispanic/Latino	0.8	0.1	0.9	1.1	0.2	1.3	1.0	0.3	1.3	1.2	0.5	1.7	1.1	0.5	1.6	1.4	0.8	2.2	1.5	0.8	2.3	1.1	1.6	2.7
Minority Group Subtotal	5.2	0.9	6.1	6.9	1.3	8.2	5.6	1.9	7.5	7.4	3.0	10.4	6.5	3.7	10.2	9.2	5.1	14.3	6.3	5.2	11.5	6.7	6.6	13.3
White	85.1	8.8	93.9	79.6	12.3	91.9	75.0	17.4	92.4	66.3	23.4	89.7	61.5	28.3	89.8	52.5	33.2	85.7	52.9	35.5	88.4	48.1	38.5	86.6
TOTAL	90.3	9.7	100	86.5	13.6	101†	80.6	19.3	99.9†	73.7	26.3	100	68.0	32.0	100	61.7	38.2	99.9†	59.2	40.7	99.9†	54.8	45.1	99.9†

M = Men
W = Women
T = Total

* = Less than 0.05 percent
† = Details may not add to 100 because of rounding

Source: U.S. Equal Employment Opportunity Commission, "EEO-6 Higher Education Staff" surveys, 1979 and 1989.

Table B-6

Percentage of Current Faculty Appointments In U.S. Colleges and Universities by Department, Race/Ethnicity and Sex, 1989-90

	WHITE			MINORITY			AFRICAN AMERICAN			HISPANIC/ LATINO			ASIAN[b]/PACIFIC ISLANDER		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
All Departments	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Agriculture or Forestry	2.0	0.5	1.6	2.0	0.7	1.5	3.7	0.7	2.2	0.6	[a]	0.4	0.9	0.9	0.9
Biological Sciences	6.5	3.6	5.7	6.1	3.0	5.0	6.2	2.1	4.2	1.9	4.7	3.0	7.4	4.1	6.8
Business	8.7	8.3	8.6	10.2	6.4	8.9	11.9	7.5	9.8	4.5	5.6	4.9	11.4	4.4	10.1
Education	6.6	13.3	8.5	6.7	15.4	9.8	11.1	19.5	15.2	11.3	10.3	10.9	1.6	9.7	3.2
Engineering	6.2	0.7	4.7	9.0	0.4	6.0	2.7	0.1	1.4	1.3	1.1	1.2	16.9	1.1	13.9
English	6.5	10.5	7.6	4.0	9.3	5.9	4.7	9.3	6.9	9.4	12.9	10.8	1.2	3.8	1.7
Health Related	2.0	15.9	5.9	1.7	17.6	7.3	1.1	16.8	8.8	2.1	22.2	10.0	2.0	18.5	5.2
History or Political Science	7.0	2.7	5.8	5.9	3.4	5.0	8.0	3.8	6.0	6.5	2.8	5.1	4.3	2.8	4.0
Humanities	7.9	7.9	7.9	5.2	6.2	5.6	3.9	3.4	3.7	15.9	9.8	13.5	3.3	8.7	4.3
Fine Arts	9.4	8.8	9.0	6.4	5.4	6.0	7.8	6.1	6.9	8.6	3.3	6.5	4.2	4.2	4.2
Mathematics or Statistics	6.3	4.9	5.9	7.7	7.0	7.5	4.6	7.2	5.8	4.7	5.8	5.1	12.0	9.4	11.5
Physical Sciences	8.6	2.1	6.8	8.6	1.7	6.1	5.9	0.5	3.3	1.9	2.3	2.1	13.1	5.6	11.6
Social Sciences	12.4	10.4	11.8	15.3	13.8	14.8	16.0	13.9	15.0	21.2	12.1	17.6	11.9	13.8	12.3
Other Technical	4.1	2.8	3.7	4.4	1.4	3.4	2.8	1.3	2.1	3.0	1.1	2.2	5.5	2.8	4.9
Other Nontechnical	5.8	8.4	6.5	6.7	8.2	7.2	9.6	7.9	8.7	7.2	5.9	6.7	4.2	10.2	5.4

Source: Higher Education Research Institute, "1989-90 Faculty Survey."

[a] Less than 0.05 percent.

[b] Asian American includes Pacific Islanders.

Cited in: Deborah Carter and Reginald Wilson, "Minorities in Higher Education, 1991." Tenth Annual Status Report, American Council on Education, Washington, D.C. 1992, p.67

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Table C-1

Number of Administrators of Color Among Selected Administrative Positions, 1991-92

	African American	Amer Ind/ AK Native	Asian/ Pacific Is	Hispanic/ Latino	White	Unknown/ Decline	Total
System Office	1	0	0	0	31	0	32
University of Oregon	3	0	0	0	53	0	56
Oregon State University	1	1	1	0	71	0	74
Portland State University	3	0	1	1	41	4	50
Western Oregon State College	0	0	1	0	33	0	34
Southern Oregon State College	0	0	1	1	29	0	31
Eastern Oregon State College	0	1	0	0	28	0	29
Oregon Institute of Technology	1	0	0	0	23	0	24
Oregon Health Sciences University	1	1	0	0	33	0	35
Total	10	3	4	2	342	4	365
Level of Position							
Chancellor/President					9		9
Vice Chancellor/Vice Pres*					33	1	34
Academic Dean	1	1	1		43	1	47
Other (detail below)**	9	2	3	2	257	2	275
Total	10	3	4	2	342	4	365
*Other Administrators, by Area***							
Academic Affairs	1		1		93		95
Administration	5	1	2		38	1	47
Budget/Finance					19		19
Personnel	2			2	14		18
Public Affairs		1			8		9
Student Affairs	1				45	1	47
Auxiliary Services					40		40
Total Other Administrators	9	2	3	2	257	2	275

* Includes vice president equivalents in OSSHE colleges (e.g., Dean of Academic Affairs).

**Includes associate and assistant vice chancellors and vice presidents; associate and assistant deans; directors; and other administrators such as budget directors, chief business officers, chief facilities managers, and registrars.

Source: OSSHE institution reports.

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Table C-2

Distribution of State System Professional Staff (Non-Faculty) by Racial/Ethnic Group, 1990-91*

	African American	Amer Ind/ AK Native	Asian/ Pacif Is	Hispanic/ Latino	White	Unknown/ Decline	Total
University of Oregon							
Number	8	5	14	5	343	3	365
% of Total	2%	1%	4%	1%	94%	1%	100%
Oregon State University							
Number	8	2	4	5	251	0	260
% of Total	3%	1%	2%	2%	97%	0%	100%
Portland State University							
Number	2	0	2	0	44	5	51
% of Total	4%	0%	4%	0%	86%	10%	100%
Western Oregon State College							
Number	0	0	1	2	54	0	57
% of Total	0%	0%	2%	4%	95%	0%	100%
Southern Oregon State College							
Number	0	0	1	1	43	0	45
% of Total	0%	0%	2%	2%	96%	0%	100%
Eastern Oregon State College							
Number	1	2	2	1	51	0	54
% of Total	2%	4%	4%	2%	94%	0%	100%
Oregon Institute of Technology							
Number	1	1	0	0	36	0	36
% of Total	3%	3%	0%	0%	100%	0%	100%
Oregon Health Sciences University							
Number	2	1	11	2	157	3	173
% of Total	1%	1%	6%	1%	91%	2%	100%
OSSHE System Office**							
Number	1	0	0	0	40	0	40
% of Total	3%	0%	0%	0%	100%	0%	100%
Other OSSHE@							
Number	4	1	9	5	411	4	429
% of Total	1%	0%	2%	1%	96%	1%	100%
Grand Total							
Number	27	12	44	21	1,430	15	1,510
% of Total	2%	1%	3%	1%	95%	1%	100%

* Professional non-teaching staff are defined as unclassified staff employed in state-funded non-instructional departments, at .50 FTE or greater. Graduate assistants and other temporary or visiting appointments are excluded.

** Includes Centralized Activities offices in Eugene, Corvallis, Salem, and Portland, and the Oregon Center for Advanced Technology (OCATE).

@ Includes Cooperative Extension Service, Agricultural Experiment Station, Forest Research Laboratory, Teaching Research, University Hospital, Child Development and Rehabilitation Center (CDRC), and the Dental Clinic.

Source: OSSHE Institutional Research Services.

Table C-3

Percentage of Full-Time Administrators in U.S. Colleges and Universities by Racial/Ethnic Group and Gender: 1989-90 Compared to 1979-80

	1979	1989	% Change 1979-89
African American			
Men	4.5	4.4	23.1
Women	2.9	4.2	87.2
Total	7.4	8.6	48.0
American Indian/Alaskan Native			
Men	0.2	0.2	19.9
Women	0.1	0.1	127.0
Total	0.3	0.3	48.8
Asian/Pacific Islander			
Men	0.6	0.9	87.0
Women	0.3	0.6	145.0
Total	0.9	1.5	106.5
Hispanic/Latino			
Men	1.0	1.3	109.1
Women	0.4	1.0	69.9
Total	1.4	2.3	209.8
Minority Subtotal			
Men	6.4	6.8	36.4
Women	3.7	5.9	106.4
Total	10.1	12.7	61.9
White			
Men	66.2	54.6	24.3
Women	23.7	32.7	5.4
Total	89.9	87.3	76.8
Grand Total			
Men	72.6	61.4	8.2
Women	27.4	38.6	80.7
Total	100.0	100.0	28.0

Source: U.S. Equal Employment Opportunity EEO-6 Higher Education Staff Information Surveys, 1979 and 1989. Adapted from Carter and Wilson, 1992, p.69.

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